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PUBLIC SCHOOLS

June 10, 2026

Via Email
charteroffice@ousd.org

Kelly Krag-Arnold, Director
Office of Charter Schools
Oakland Unified School District
1011 Union St., #947
Oakland, CA 94607

Re: Achieve Academy Charter Renewal Petition

Dear Director Arnold:

Education for Change Public Schools ("EFC"), which operates Achieve Academy ("Achieve" or the "Charter School"), authorized by the Oakland Unified School District ("District"), submits this request for a renewal of Achieve's charter petition for a five (5) year term, from July 1, 2027 to June 30, 2032. The EFC Board authorizes submission of the charter renewal request to the District Board, and deems the submission to be complete, as attested below.

Achieve is located in the Hawthorne/Fruitvale neighborhood and currently serves 537 students in TK-5th grade. Over 77% of the Charter School's students are English Learners and nearly 95% of students are socioeconomically disadvantaged. Achieve's overarching goal is to serve the community with an instructional system designed to accelerate learning for students furthest from opportunity. In submitting this request for renewal, Achieve is pleased to share its designated as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

Contents of the Submission

In compliance with the District's submission process for considering a charter petition received for renewal, the following items are submitted in Epicenter:

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1. **Final Renewal Petition** – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and regulations pertaining to charter schools since the previous petition;
2. **Performance Report** – A performance report using the current Charter Renewal Performance Report template provided by District staff;
3. **Financial Packet** – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA);
4. **Red-Line Petition** – A red-line copy of renewal, showing all changes made to the charter school's most recent approved petition.

Certifications

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;

2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for the purposes of Education Code Section 47605(b) only; and

4. That I deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

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* * *

The Charter School is excited to continue serving the students of the Hawthorne/Fruitvale community. We look forward to working with the District during consideration of the charter renewal petition. Please feel free to contact me at ladam@efcps.net or 510.326.1677 if you have any questions.

Sincerely,





Eva Camp, Board Chairperson

Larissa Adam, Superintendent of Schools

ENCLOSURES
4901-0085-4184, v. 1

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Achieve Academy

Renewal Charter Petition

Submitted to:

Oakland Unified School District Board of Education

July 1, 2026

For the term July 1, 2027 - June 30, 2032

Submitted by:

Larissa Adam and Education for Change Public Schools

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION **6**
EXECUTIVE SUMMARY **11**
ELEMENT 1: OVERVIEW OF EDUCATIONAL PROGRAM 28
- Education for Change Mission and Vision 47
- Students to be Served 49
- What it Means to be an Educated Person in the 21st Century 53
- How Learning Best Occurs 54
- Educational Program 70
- Transitional Kindergarten Program 72
- English Language Arts 75
- Mathematics 87
- Science and History/Social Studies 97
- Visual & Performing Arts 111
- Physical Education/Health and Wellness 113
- Social-Emotional Learning 115
- Expanded Learning Opportunity Program 120
- Full-Service Community School 122
- Professional Development 127
- Supporting All Students 130
- Support for Students with Disabilities 145
- Support for Students Who Are Academically Low-Achieving 148
- Support for Students Who Are High-Achieving 150
- Support for Students Who Are English Learners 151

ELEMENT 2: MEASURABLE PUPIL OUTCOMES and ELEMENT 3: STATE PRIORITY AREA GOALS AND ACTIONS **171**
- Increases in Student Academic Achievement, Overall and by Subgroup 171
- Measurable Pupil Outcomes 172
- Methods to Assess Pupil Progress Towards Meeting Outcomes 178
- Local Control and Accountability Plan 184
- School Accountability Report Card 184

Promotion and Retention Policies 185
District Visitation/Inspection 186
Response to Inquiries 187
Annual Academic Goals Aligned to State Priorities 188
ELEMENT 4: GOVERNANCE STRUCTURE 204
Operation by or as a Nonprofit Public Benefit Corporation 204
Indemnification of District 204
Governing Board Operation 205
Required Notifications to the District 205
Charter School Records 206
Charter School Ombudsperson 206
EFC Governance Overview 207
Non-Profit Public Benefit Corporation 211
Education For Change Board of Directors 211
Superintendent 219
EFC Family Leadership Council 220
School Site Leadership 221
Parental Involvement in Governance 222
ELEMENT 5: EMPLOYEE QUALIFICATIONS 224
Equal Employment Opportunity and Nondiscrimination 224
Teacher Credentialing Requirements 224
Reporting Educator Misconduct to the California Commission on Teacher Credentialing 224
Employment of Felons 225
Overview 225
Code of Professionalism 225
Employee Recruitment and Selection Process 226
Professional Development 237
Performance Evaluation 237
ELEMENT 6: HEALTH AND SAFETY 239
Site Safety Plan 239

Pupil Safety 239
Overview 241
Health and Wellness 242
School Safety Plan 247
Additional Policies 250
Employee Training 251
ELEMENT 7: BALANCE OF RACIAL, SPED, and EL STUDENTS 253
Overview 253
Recruitment Strategies 253
Targeted Outreach to Achieve Balance 254
Systems and Supports to Retain Target Student Groups 256
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES 259
Documentation of Admissions and Enrollment Processes 259
Overview 260
Recruitment and Application Process 261
Admission Process 262
Enrollment Process 265
ELEMENT 9: FINANCIAL AUDITS 267
Fiscal Audit 267
ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURES 269
Student Due Process Protections 269
Required Notifications 271
Compliance with OCS Student Discipline Guidelines 271
Code of Conduct 271
Suspension, Expulsion, and Involuntary Removal 271
ELEMENT 11: RETIREMENT SYSTEMS 294
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 295
ELEMENT 13: EMPLOYEE RETURN RIGHTS 296
ELEMENT 14: DISPUTE RESOLUTION PROCESS 297
Procedures for Complaints against Charter School 297
Complaints by Students and Employees 298

Disputes between the District and the Charter School 298
Internal Disputes 300
ELEMENT 15: CLOSURE PROCEDURES 301
ADDITIONAL PROVISIONS 310
Facilities 310
Hold Harmless/Indemnification Provision 311
Fiscal Matters 312
Data and Information Reporting 314
Interpreting the Charter 314
Revoking the Charter 315
Finance and Operations 316
Budget And Financial Plan 316
Administrative Services 316
Achieve Academy Facilities 319

Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

ACHIEVE ACADEMY (also referred to herein as "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))

4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

    a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

c. 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. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(e)(3))

7. 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). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. 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, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Education for Change Public Schools is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))

2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual

orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974.

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

    a. The California Code of Regulations
    b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
    c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
    d. Displaying all required postings at school site and online

e. Following the minimum and maximum age requirements for enrollment
f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above Affirmations, Declarations, and Assurances section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Achieve Academy — Executive Summary

I. Introduction

Achieve Academy ("Achieve") respectfully submits this petition for a five-year charter renewal for the 2027–2032 term, authorized by the Oakland Unified School District ("OUSD" or the "District"). Achieve is a grades transitional kindergarten ("TK")-5 elementary school in Oakland's Fruitvale neighborhood, operated by Education for Change Public Schools ("EFC"), a network of six public schools serving Oakland's highest-need communities. Achieve's instructional model is built on three integrated levers: high-quality, standards-aligned curriculum; a multi-tiered system of supports ("MTSS") driven by data-informed practice; and sustained teacher development, designed to produce consistent academic growth for every student.

Achieve serves over 560 students, 77.5% of whom are English Learners ("EL"), among the highest concentrations of any comparable Oakland elementary school. The student body is 92.0% Hispanic/Latino, 94.8% socioeconomically disadvantaged ("SED"), and 7.8% students with disabilities ("SWD"). A significant share of students in grades 3-5 are newcomers, many of whom arrived without consistent prior schooling. Achieve is not merely located in a high-need community; it is built to serve that community, with an instructional system designed from the ground up to accelerate learning for the students furthest from opportunity.

Achieve's students are demonstrating that this model works. The Charter School is classified as middle-performing under Education Code Section 47607.2(b), and its 2025 California School Dashboard ("Dashboard") results show clear strengths across multiple indicators: an English Learner Progress Indicator ("ELPI") of 60.6% at Blue level: the only comparison school to reach Blue; a chronic absenteeism rate of 8.1% at Green: an 83% reduction from its pandemic peak, now below pre-pandemic levels; mathematics performance at -40.8 distance from standard ("DFS"), surpassing the statewide average and closest to standard among all eight peer schools; math growth at "Accelerated" level for every reported subgroup; and a suspension rate of 0.2% at Blue, with every subgroup at Blue. These results, combined with verified statewide assessment data demonstrating consistent academic performance across multiple years, student groups, and subjects,

establish a clear case for renewal under the standards set forth in Education Code Sections 47607 and 47607.2.

Peer Comparison Framework

Throughout this report, Achieve's performance is compared with that of other Oakland K–5 schools located within the Fremont High School feeder pattern or within Achieve Academy's attendance zone. This comparison group reflects the same methodology used by the Oakland Unified School District in charter renewal staff reports, allowing Achieve's results to be evaluated alongside those of schools serving similar communities and student populations.

II. Overview of Achieve Academy

History and Community Context

The school site at which Achieve Academy operates has served children in Oakland's Hawthorne/Fruitvale neighborhood continuously since 1939: nearly nine decades of service to one of the city's most established and densely populated communities. The Fruitvale neighborhood has the highest child population in Oakland, and the families who live there are overwhelmingly working-class, immigrant, and Spanish-speaking. Achieve exists because these families deserve a school designed specifically around their needs.

Achieve operates within the Education for Change network, which manages six public schools across Oakland. EFC's founding mission is to "challenge the predictable patterns of performance and access to opportunity" by transforming neighborhood schools into high-performing organizations for the children who depend on them most. Achieve embodies this mission: it is a neighborhood school with the instructional infrastructure and support systems of a high-performing network.

Achieve's enrollment has stabilized at 537 students over the past two years, following a gradual decline from 719 students in 2016-17: a pattern consistent with demographic shifts across Oakland elementary schools serving similar populations. The Charter School's community partnerships, including an on-site health clinic operated by La

Clinica de la Raza, a family resource center through the East Bay Agency for Children, food distribution through Alameda Food Pantry, and collaboration with non-profits like East Bay Sanctuary/Voces Maya, reflect a school that is embedded in the fabric of its community.

The majority of Achieve students do not arrive "kindergarten-ready." The Charter School is designed to accelerate from day one.

Vision and Mission

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

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

Instructional Model: Three Integrated Levers

Achieve's academic program is organized around three mutually reinforcing levers that produce instructional coherence from kindergarten through fifth grade.

Lever 1: High-Quality, Standards-Aligned Core Curriculum.
Every student receives daily instruction in grade-level content through rigorously vetted curricula. In English Language Arts ("ELA"), Achieve uses Fishtank Learning (K-2, third year of implementation; 3-5, second year of implementation), emphasizing academic discourse, writing stamina, and scaffolded access for English Learners. Foundational literacy is taught through University of Florida Literacy Institute ("UFLI") and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words ("SIPPS"). In mathematics, Eureka Math (K-5) provides a consistent set of structures and routines.

Social-emotional learning is integrated daily through Second Step, Positive Behavioral Interventions and Support ("PBIS"), and morning meetings.

Lever 2: Multi-Tiered System of Supports and Data-Informed Practice.
Achieve's MTSS framework ensures that every student receives the right level of support at the right time. A structured referral process that includes MiniCOST at the grade level, MegaCOST schoolwide, and escalation to Student Study Teams ("SST"), 504 plans, or special education evaluation, identifies students who need more than Tier 1 core instruction. Tier 2 small-group interventions are the operational center of this system: targeted reading groups using UFLI and SIPPS, math intervention aligned to Eureka Math units, and newcomer language support. i-Ready diagnostic assessments in reading (grades 3–5) and math (K–5), along with the Amira reading screener (K–2), drive these placement decisions through triennial benchmarking and ongoing progress monitoring. Data is not collected for compliance; it determines which students move into intervention, when they exit, and what adjustments teachers make to core instruction in response. The Charter School's special education program follows an inclusion-first model; four education specialists serve students by grade band, with a small Special Day Class ("SDC") for students with the most significant needs. In 2024–25, 44 students with Individualized Education Programs ("IEP") were served, and as detailed in Section III, these students show among the strongest growth on verified statewide assessments.

Lever 3: Teacher Development.
Achieve invests systematically in the adults who deliver instruction. Observation and coaching cycles provide teachers with regular, actionable feedback tied to classroom practice. Intellectual preparation, structured sessions in which teachers study upcoming lessons, anticipate student misconceptions, and rehearse key moves before delivery, ensures that every lesson is well-planned for effective implementation. Student work analysis protocols provide grade-level teams with a shared process for examining what students actually produce, identifying patterns, and making targeted instructional adjustments. These teacher-level practices are reinforced by schoolwide professional development ("PD") focused on the systems that matter most: curriculum implementation, MTSS processes, and PBIS. The result is a development model in which

individual coaching, collaborative planning, and whole-school learning are aligned around the same instructional priorities.

III. Key Achievements and Evidence of Progress

Achieve students are producing results that tell a clear story: at a school designed to serve one of Oakland's highest-need populations, measurable academic gains are accelerating, a strong school culture is holding, and verified data across multiple indicators demonstrate sustained student progress.

Chronic Absenteeism: An 83% Reduction

Achieve families have driven the single most dramatic improvement story in the Charter School's data: chronic absenteeism. In 2021-22, at the height of the pandemic's impact, 47.0% of students were chronically absent. By 2024-25, that rate had fallen to 8.1%, a Green-level indicator and an 83% reduction from the peak. This rate is now below Achieve's pre-pandemic level of 9.6% in 2018-19.

Every subgroup reduced its chronic absenteeism rates every year. English Learners reached 6.4%: the lowest chronic absenteeism rate of any student group at Achieve. African American students saw the most dramatic improvement, falling from 66.7% to 14.3% over three years. At 8.1%, Achieve's rate is less than half the statewide average of 17.1%. Among all eight comparison schools, Achieve is the only school in the Green performance indicator; the next closest is 24.0%.

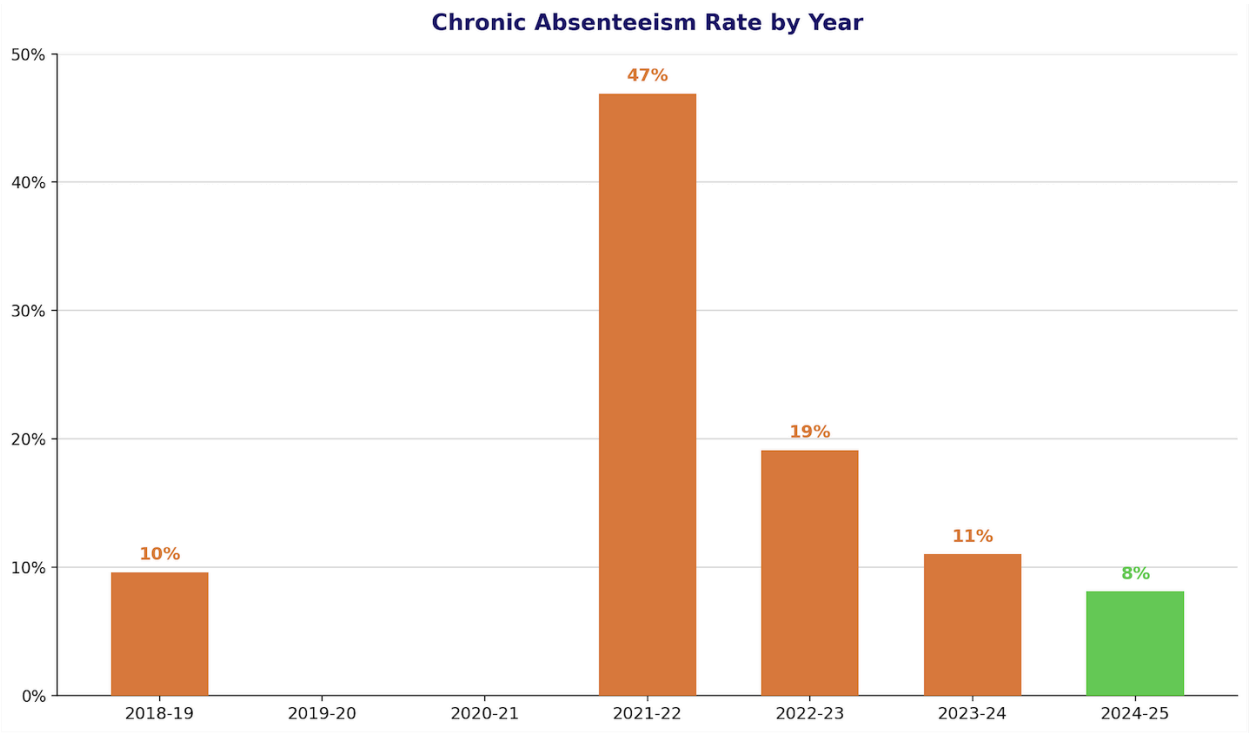


Figure 1. *Chronic Absenteeism Rate by Year: Achieve Academy (2018-19 to 2024-25) achieved an 83% reduction in chronic absenteeism from its pandemic peak and is now below pre-pandemic levels. The 2024-25 rate of 8.1% (Green) is the lowest among all eight comparison schools.*

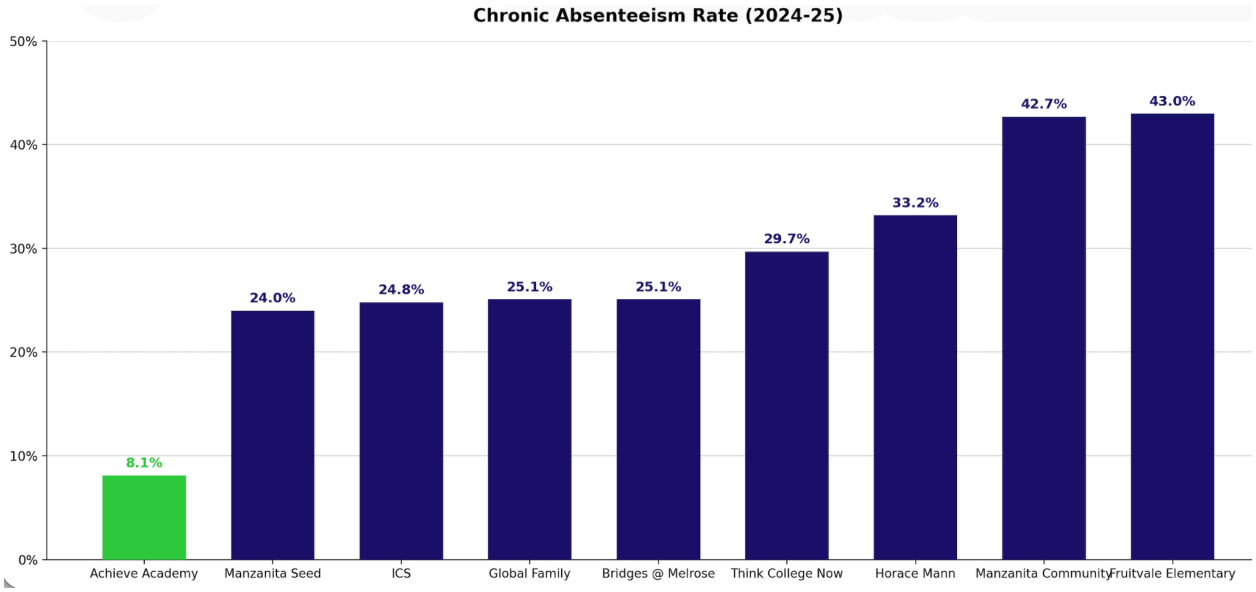


Figure 2. *Chronic Absenteeism Rate (2024-25): Achieve Academy vs. Fremont Feeder Pattern Schools. At 8.1%, Achieve is the only school at the Green level and is 3x lower than its closest peer.*

English Learner Progress: Blue Level with ~78% EL Population

With 77.5% of its students classified as English Learners, among the highest of any comparable Oakland K-5 school, Achieve's performance on the English Learner Progress Indicator is exceptional. The ELPI reached 60.6% in 2024-25, earning Blue status, the highest level on the Dashboard, up from 47% in 2018-19.

Achieve's ELPI of 60.6% exceeds both the statewide average of 46.4% and the Oakland Unified School District average of 40.3% by wide margins, despite serving a student body that is more than 77% English Learners. No other comparison school has reached Blue on this indicator. Reclassified English Learners ("RFEP") students perform above standard on the 2024-25 Dashboard: +19.0 points in math and +38.6 in ELA.

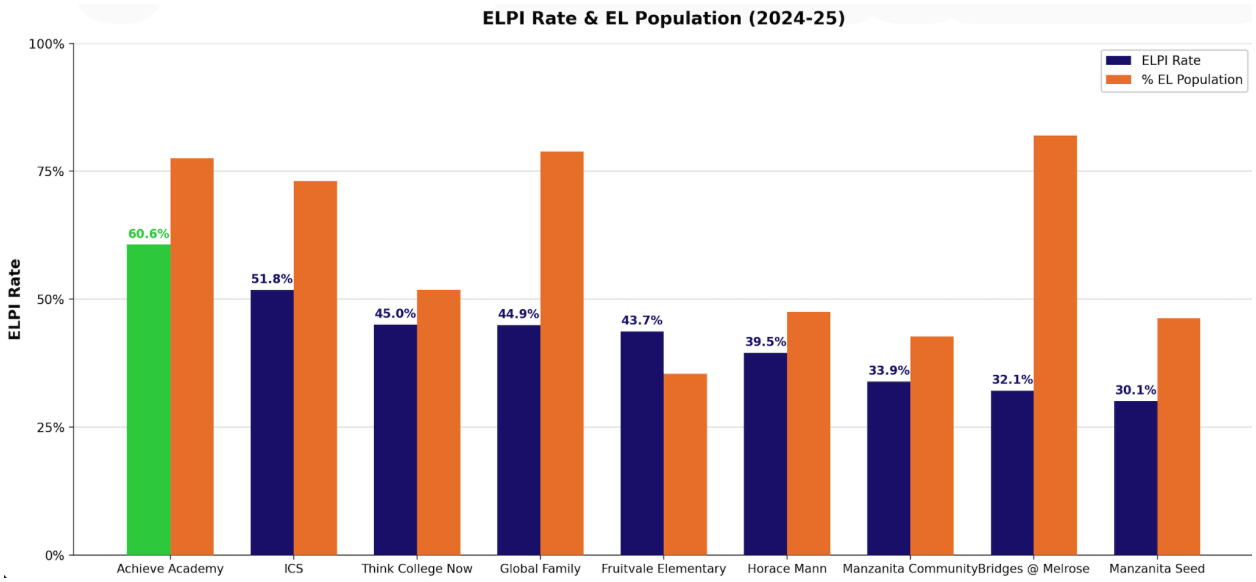


Figure 3. *English Learner Progress Indicator (2024-25): Achieve Academy vs. Fremont Feeder Pattern Schools. Achieve is the only school at the Blue level (60.6%), exceeding the statewide average (45.7%) by 14.9 points.*

Mathematics: Best Among All Peers

Achieve students' mathematics performance is the strongest among comparison schools and has been remarkably stable over six years. The 2024-25 Math DFS of -40.8 points is closest to standard among all eight peers: outperforming the next closest school by more than 16 points. Notably, Achieve's Math DFS surpasses the statewide average of -42.4, meaning Achieve students perform closer to math proficiency than the average California student, despite a student body that is 77.5% English Learner and 94.8% socioeconomically disadvantaged.

Math growth in 2024-25 is "Accelerated" across all reported subgroups, with 73-74% of students demonstrating improvement. Students with Disabilities gained 26.4 points in math over two years. African American students gained 28.9 points, reaching -17.0, which is closer to standard than any other subgroup (N=12-15).

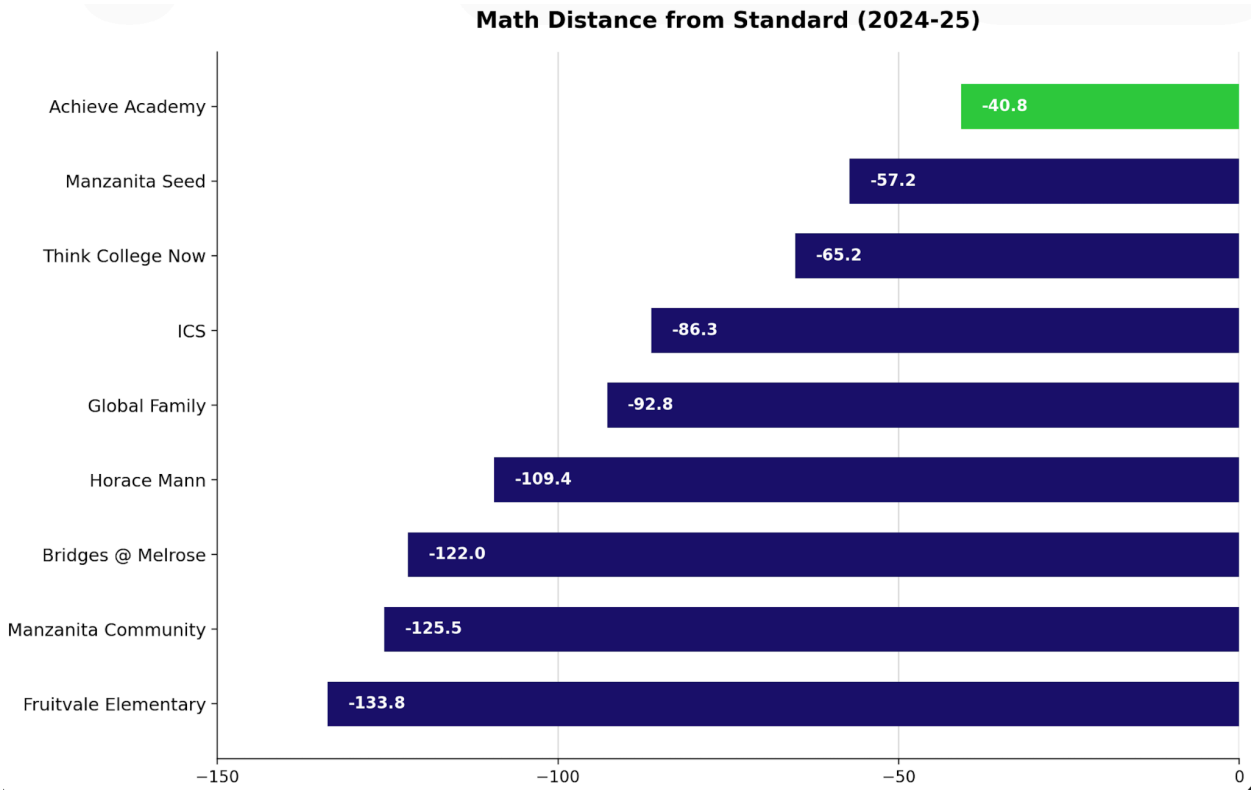


Figure 4. *Achieve Academy vs. Fremont Feeder Pattern Oakland K-5 Schools. Achieve's Math DFS of -40.8 is closest to standard among all peers. Achieve's Math DFS also surpasses the statewide average of -42.4, meaning Achieve students perform closer to math proficiency than the average California student. Math growth is rated Accelerated across all reported subgroups.*

Students with Disabilities: Gains Across Every Indicator

Students with disabilities at Achieve are making measurable gains across all academic indicators. From 2023-24 to 2024-25, they gained 13.6 points in ELA DFS and 12.7 points in Math DFS.

School Culture: Suspension at Functional Zero

Students experience a school culture in which the suspension rate has remained between 0% and 1.2% across all reported years, reaching 0.2% at Blue level in 2024-25. Every subgroup is at Blue. Among the eight comparison schools, Achieve's 0.2% suspension

rate is near-zero, alongside three peers at 0%. All comparison schools maintain suspension rates below 6%.

IV. Accountability Framework

AB 1505 and the Middle-Performing Standard

California's charter renewal framework, established by Assembly Bill 1505 and codified in Education Code Sections 47607 and 47607.2, classifies charter schools into three performance tiers. Achieve Academy is classified as middle-performing and is evaluated under the default approval standard set forth in Education Code Section 47607.2(b). Under this standard, a chartering authority shall consider the Charter School's performance on state and local indicators, with greater weight given to performance on academic indicators.

Table 1. *Charter Renewal Criteria: Achieve Academy Evidence Summary (Education Code Sections 47607, 47607.2)*

Criterion	Requirement	Achieve Evidence	Met
Performance Tier	Dashboard-based tier placement	Middle-performing: default approval standard	✓
Academic Performance	Greater weight to academic indicators	ELA DFS -66.5 (#2 of 9); Math DFS -40.8 (#1 of 9); Math Growth Accelerated	✓
English Learner Progress	Demonstrated EL progress	ELPI 60.6% Blue; 77.5% EL population; RFEP Math +19.0, ELA +38.6 above standard	✓
Schoolwide Performance	Positive trends on state indicators	3 of 7 indicators Blue/Green; Math stable; ELA recovering; Growth Moderate/Accelerated	✓

Subgroup Performance	Outcomes for underserved students	SWD gains across every indicator; EL at/above schoolwide; AA Math +28.9 pts	✓
Chronic Absenteeism	Improvement trend	47.0% → 8.1% (83% reduction); Green; below pre-pandemic	✓
Suspension Rate	Low/improving	0.2% Blue; all subgroups Blue; 0–1.2% across all years	✓
Community Interest	Evidence of demand	Site served Fruitvale since 1939; on-site health clinics; enrollment stabilized	✓
Fiscal Condition	Fiscal soundness	Balanced budget; $5.8M allocated to high-needs students	✓

V. Dashboard Performance and Peer Comparison

Table 2. *Achieve Academy Dashboard Performance Across Charter Terms (2018-19 to 2024-25). Achieve improved or maintained on 5 of 7 indicators, with 3 reaching Blue or Green in 2024-25.*

Indicator	2018-19	2022-23	2023-24	2024-25	Trajectory
ELA DFS	*-59.3 (Yellow)*	*-51.5 (Yellow)*	*-68.0 (Orange)*	*-66.5 (Orange)*	*Post-COVID dip; recovering*
Math DFS	*-43.5 (Orange)*	*-43.1 (Orange)*	*-40.1 (Yellow)*	*-40.8 (Orange)*	*Stable across 6 years (3 pt range)*
ELPI	*47% (Medium)*	*51.1% (Orange)*	*33.4% (Red)*	*60.6% (Blue)*	*Dipped 2023-24; surged to Blue*
Chronic Abs	*9.6% (Orange)*	*19.1% (Yellow)*	*11.1% (Yellow)*	*8.1% (Green)*	*Below pre-pandemic*
Suspension	*1.2% (Green)*	*0.3% (Green)*	*0.3% (Blue)*	*0.2% (Blue)*	*Near-zero throughout*

Peer Comparison: Fremont HS Feeder Pattern & Attendance Zone Schools

Comparison schools are Oakland K-5 schools within the Fremont High School feeder pattern or Achieve Academy's attendance zone, consistent with the methodology used by OUSD in charter renewal staff reports.

Table 3. *2024-25 Dashboard Performance: Achieve Academy vs. Fremont Feeder Pattern Schools. Achieve leads the comparison set on three of four Dashboard indicators—Math DFS, ELPI, and Chronic Absenteeism—and ranks second in ELA DFS.*

School	%EL	ELA DFS	Math DFS	ELPI	ChronAbs
Achieve Academy	**78%**	**-66.5**	**-40.8**	**60.6%**	**8.1%**
RANK	**#3**	**#2**	**#1**	**#1**	**#1**
Global Family	79%	-96.2	-92.8	44.9%	25.1%
Bridges @ Melrose	82%	-113.2	-122.0	32.1%	25.1%
ICS	73%	-85.8	-86.3	51.8%	24.8%
Horace Mann	48%	-109.9	-109.4	39.5%	33.2%
Think College Now	52%	-69.8	-65.2	45.0%	29.7%
Manzanita Seed	46%	-49.1	-57.2	30.1%	24.0%
Manzanita Community	43%	-117.2	-125.5	33.9%	42.7%
Fruitvale Elementary	35%	-113.2	-133.8	43.7%	43.0%

ELA Performance: Focus Area Moving Forward

Achieve's ELA performance is a focus for the next charter term. The ELA DFS improved 8 points from 2018-19 to 2022-23, then dropped 17 points in 2023-24 before beginning to recover in 2024-25 (+1.5 points). Three points of context are important: (1) Achieve's

ELA DFS of -66.5 ranks second among eight comparison schools, behind only Manzanita Seed (-49.1); (2) subgroup trends show the model working (SWD +13.6, EL +4.4); and (3) ELA Growth is Moderate, with 75.9% of students improving

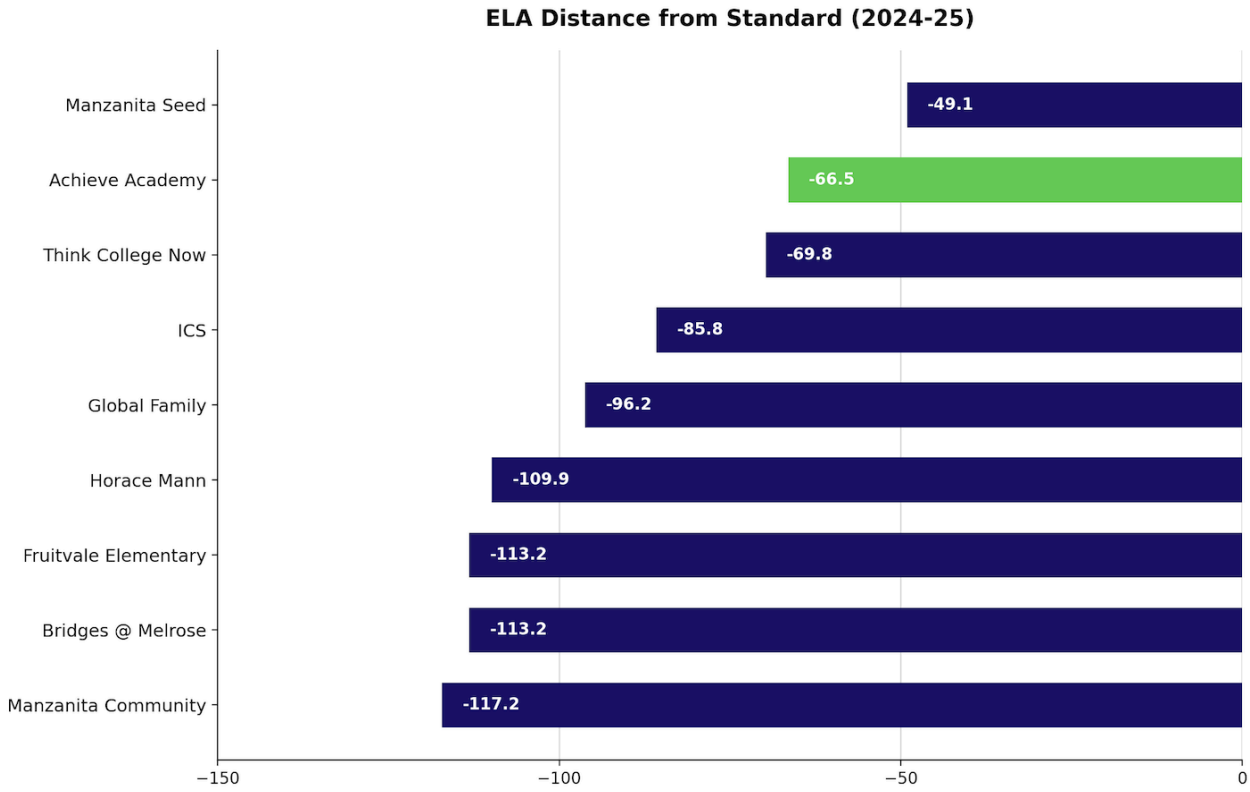


Figure 5. ELA Distance from Standard (2024-25): Achieve Academy vs. Feeder Pattern Schools. Achieve's ELA DFS of -66.5 ranks second among all comparison schools, behind only Manzanita Seed (-49.1), while serving among the highest English Learner concentrations (77.5%) in the set.

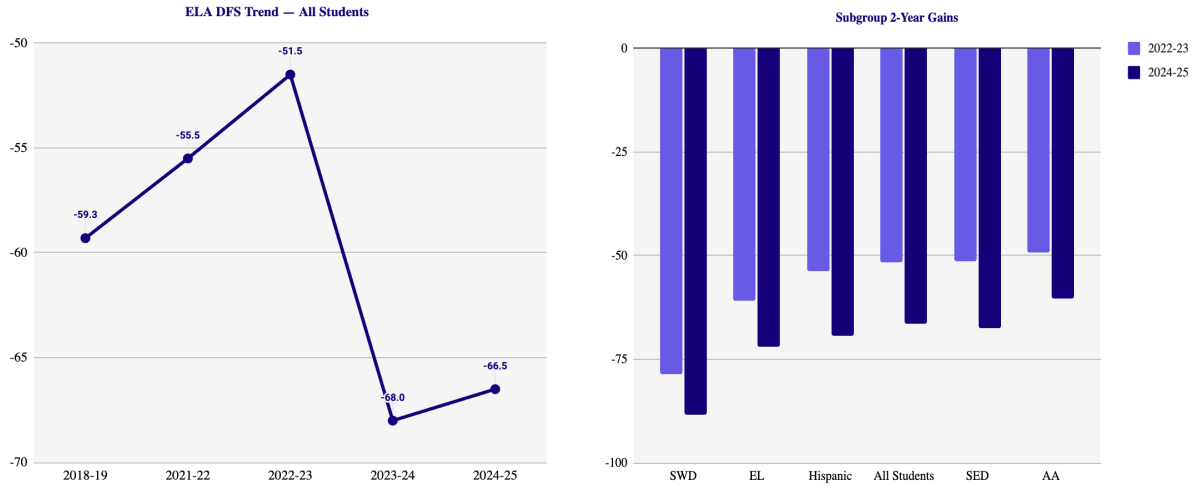


Figure 6. ELA Distance from Standard: All Students Trend and Subgroup 2-Year Gains. While all students' ELA scores dipped post-pandemic, Students with Disabilities gained 13.6 points, and English Learners gained 4.4 points.

VI. Priorities for the Next Charter Term (2027–2032)

Achieve enters its next charter term with a strong foundation. The following five priorities represent the Charter School's strategic focus for 2027–2032, each grounded in evidence from the current term.

Priority 1: Accelerate ELA Proficiency

Context: ELA DFS of -66.5 ranks second among all comparison schools but remains below the target. The 17-point dip in 2023-24 has only partially recovered.

Strategy: Deepen Fishtank Learning implementation with focus on writing across content areas and expanded designated English Language Development ("ELD") supports. Use i-Ready data to target intervention. Strengthen the 3rd-to-4th-grade transition.

Evidence: Pre-pandemic ELA gains of 8 points demonstrate model capacity. SWD gains of 13.6 points and EL gains of 4.4 points show the approach works for the highest-need students.

Priority 2: Refine English Learner Supports

Context: Achieve serves a student population that is 77.5% English Learners and has reached Blue on the ELPI. Designated and integrated ELD are currently in place, but the Charter School seeks to further strengthen the consistency, structure, and monitoring of these supports.

Strategy: Refine and systematize designated ELD instruction across grade levels, strengthen coordination between designated and integrated ELD, expand structured newcomer supports in grades 3–5, and implement clearer systems for English Language Proficiency Assessments for California ("ELPAC") preparation, progress monitoring, and reclassification tracking.

Evidence: The ELPI increased from 33.4% to 60.6% demonstrates strong progress in English language development and providing a strong foundation on which to further strengthen the Charter School's ELD program.

Priority 3: Strengthen Intervention Consistency (Grades 3-5)

Context: K-2 has structured intervention time; Grades 3-5 face scheduling constraints.

Strategy: Redesign the master schedule to guarantee daily intervention in all grades. Align intervention scope to grade-level content.

Evidence: Third grade consistently shows the strongest FastBridge results (81-94%); the dip in 4th/5th grade suggests an intervention gap rather than an instructional quality gap.

Priority 4: Sustain Chronic Absenteeism Gains

Context: 8.1% chronic absenteeism is excellent but requires sustained effort to maintain.

Strategy: Further expand multilingual family outreach. Continue to strengthen parent leadership and partnership structures. Leverage Fruitvale community assets, including La Clinica and Voces Maya.

Evidence: The 83% reduction, achieved during a period when many schools saw sustained increases, demonstrates the effectiveness of family engagement systems.

Priority 5: Maintain Math Strength While Closing Gaps

Context: Math DFS best among all peers with Accelerated growth. **Strategy:** Continue Eureka Math with fidelity. Target 4th- and 5th-grade gaps using i-Ready math data. Strengthen Tier 2 math intervention alignment.

Evidence: SWD math recovery (+28.6 points) and African American ("AA") Math gains (+28.9 DFS points) demonstrate intervention systems produce results when targeted.

VII. Conclusion

Achieve Academy serves one of Oakland's highest-need populations: 77.5% English Learners (among the highest of any comparable school), 94.8% socioeconomically disadvantaged, and 92.0% Hispanic/Latino, including a significant newcomer population. These students' 2024-25 results demonstrate that the instructional model is producing measurable outcomes: an ELPI of 60.6% at Blue level, chronic absenteeism reduced 83% to Green, math performance closest to standard among all peers with Accelerated growth in every subgroup, and suspension at functional zero. Achieve leads the comparison set on three of four Dashboard indicators: Math DFS, ELPI, and Chronic Absenteeism, and ranks second in ELA DFS, while serving among the highest English Learner concentrations. The instructional model: high-quality standards-aligned curriculum, a multi-tiered system of supports driven by data-informed practice, and sustained teacher development, is working, and students are improving. **Renewal of Achieve Academy's charter for the 2027–2032 term is merited under Education Code Section 47607.2(b) and is in the best interest of Achieve's students and families.**

Element 1 – 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." – Ed. Code § 47605(c)(5)(A)(i)

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

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

Local Control Accountability Plan (LCAP)

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

· A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
· Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
· To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

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

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows in Figure 1:

Figure 7: Enrollment by Grade Level

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
	Year 1 2027-28	**Year 2 2028-29**	**Year 3 2029-30**	**Year 4 2030-31**	**Year 5 2031-32**
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	57	56	55	54	53
K	89	88	87	86	85
1	90	89	88	87	86
2	84	90	89	88	87
3	93	84	90	89	88
4	93	93	84	90	89
5	91	93	93	84	90
Total	597	593	586	578	578

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 local educational agency ("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 Achieve Academy for the sole purpose of providing a reasonably comprehensive description of the special education program in this charter renewal petition and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be as set forth in the SELPA memorandum of understanding ("MOU").

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

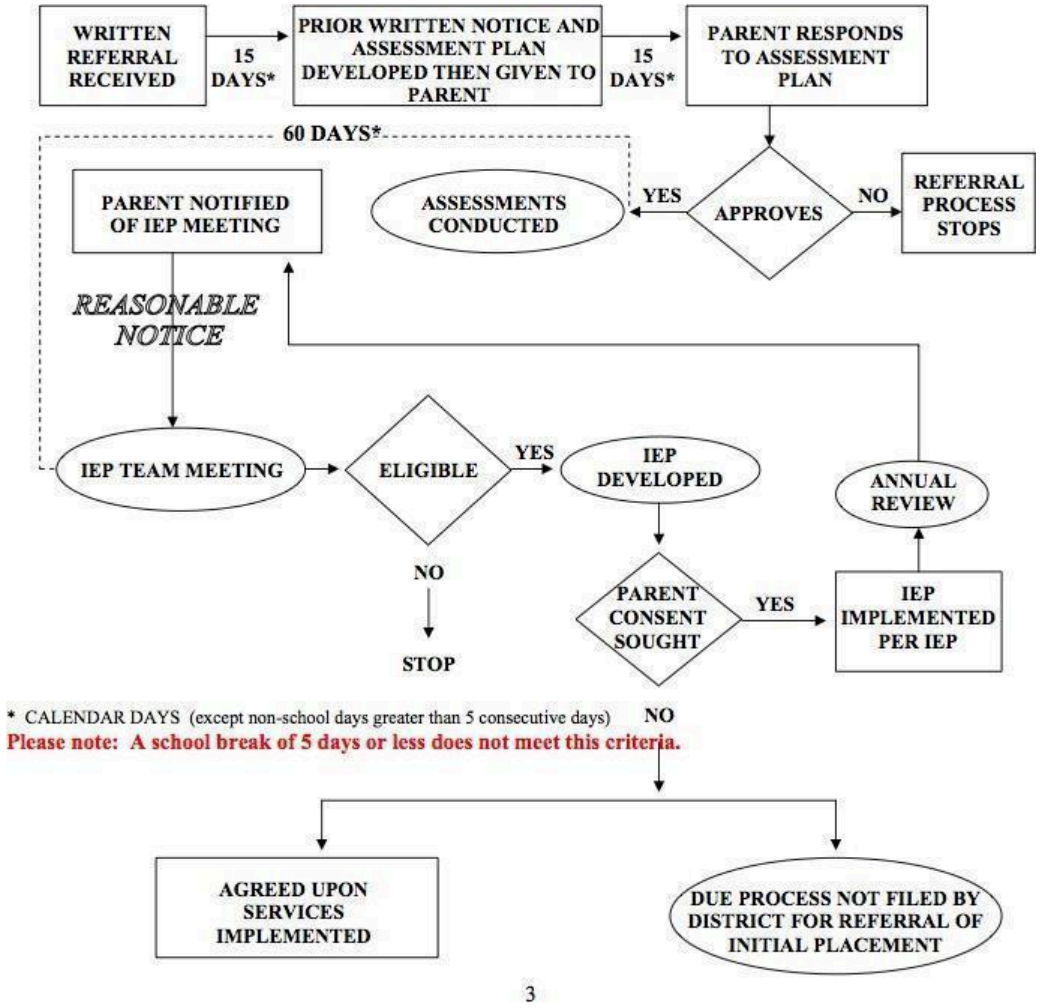
Identification and Referral

Achieve Academy actively and systematically seeks out all individuals with exceptional needs and provides for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs in a timely method, in accordance with the policies and procedures of the EDCOE SELPA.

Identification procedures include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. Achieve Academy obtains the cumulative files, prior and/or current IEP and other special education information on any student upon completion of the enrollment process.

A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the Coordination of Services Team ("COST") process, a student may be referred for assessment to determine eligibility for special education services. The flowchart in **Figure 2** below outlines the process once a referral has been.

Figure 8: 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 Achieve Academy within fifteen (15) days. Parents will be informed via the Student Support Services Coordinator that special education and related services are provided at no cost to them.

Upon receiving a parent request for assessment, Achieve Academy contacts the parent to inform them of receipt of the written requests and schedules a meeting with the parent to further discuss the request (meeting to take place within 15 days of receiving the request). If Achieve Academy and the parent determine they want to move forward

with granting the request for assessment, the parent will receive a written Assessment Plan within fifteen (15) days (of the original request. The parent will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed, and an IEP meeting held within sixty (60) days of receipt of the parent's written consent for assessment.

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

Assessment

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

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

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.

- The assessment will be completed, and an 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. Achieve Academy will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Achieve Academy 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. Achieve Academy will ensure that the IEP is implemented.

Achieve Academy provides a range of special education programs and services for eligible students in grades TK 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 Achieve Academy, 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.

Achieve 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. Achieve Academy will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure 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 Achieve Academy, in cooperation with the EDCOE SELPA in which Achieve Academy is a member. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- 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

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

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

IEP Meetings, Review, and Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting 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, Achieve Academy will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting in alignment with state and federal laws.

IEP meetings are also held when an Individual Transition Plan ("ITP") is required at the appropriate age and when Achieve Academy 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, Achieve Academy complies with the EDCOE Local Master Plan and performs all corrective actions deemed necessary by the EDCOE SELPA. The principal will work with EFC Student Support Services department and Finance team to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

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

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

to SELPA policies, as well as meet all legal requirements. Achieve Academy shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Achieve Academy students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The Student Support Services Coordinator and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education and general education staff in the areas of evidence based instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. Achieve Academy will send its Special Education staff to the Education for Change 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 Achieve Academy team received intensive professional development on PBIS to build capacity around Tier 1 behavior support. Additionally, all staff have access to a number of PD/workshop series personalized to teachers as appropriate.

Interim and Initial Placements of New Charter School Students

Achieve Academy shall comply with Education Code Section 56325 with regard to students transferring into Achieve Academy within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Achieve Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Achieve Academy shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time

Achieve Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children shall have access to Achieve Academy and no student shall be denied admission nor counseled out of 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

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Section 504 of the Rehabilitation Act

Achieve Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the 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 disability.

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 families 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 4 - the EFC 2023-2028 Strategic Plan**, which further details the EFC Theory of Action.

Achieve Academy Mission and Vision

Achieve Vision

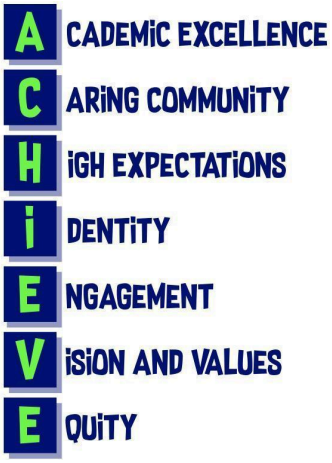
The Achieve community supports all students to become lifelong learners and critical thinkers who are prepared to reach their fullest potential. Achieve students are empowered partners in their education, advocates for their community, and confident in their sense of self and their own agency.

Achieve Mission

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

community members.

Core Values



Students to be Served

Age, Grade and Student Enrollment

Achieve Academy serves 565 students in transitional kindergarten through fifth grade.

Geographic Conditions

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

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

Achieve Academy is the former Hawthorne Elementary School located in Census Tract 4062.02. According to the Census Reporter, this is a very densely populated census tract, encompassing 0.2 square miles at a density of 34,717 people per square mile, the most dense in the city. There are on average more children and youth (0-9 and 10-19 year olds) in the Achieve census tract than Alameda County. The population is 69% Hispanic/Latinx, 5% African-American, 8% White, 0% Native American, 2% two or more races, and 16% Asian/Pacific Islander. The per capita household income is roughly 40% of the average in Alameda County, and the median household income is approximately 50% of the county average.[1]

The area in which Achieve Academy is located continues to experience numerous community stressors as reported by the City of Oakland (the "City"). 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 Achieve Academy is located is classified as "highly stressed" with respect to community stress. The census tract's highest indicators of community stressors are the lack of health insurance, where they ranked 2 of 111 census tracts, percentage of food stamp recipients, where they ranked 5 out of 111, lack of high school completion, where they ranked 15 out of 111.[2] While Oakland has not updated its stressors map in the last seven years, the Fruitvale community, particularly the high poverty immigrant families residing around Achieve Academy, 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. This suggests that Achieve students reside in a community where there are higher levels of crime, poverty, high school dropouts, and accompanying health and life outcomes challenges that align.

The former Hawthorne Elementary School was built in 1939 and served the

[1] Source: Census Reporter: https://censusreporter.org/profiles/14000US06001406202-census-tract-406202-alameda-ca/

[2] Source: 2019 Oakland Stressors Index (RDA), *https://public.tableau.com/app/profile/rda2020/viz/2019OaklandStressorsIndexRDA/2019*

Fruitvale community since then. During the 1990s and early 2000s, Hawthorne Elementary served, on average, over 1,500 students each year on a multi-track year-round program. The overcrowding and underperformance at schools like Hawthorne Elementary sparked the Small Autonomous Schools Movement in the early 2000s led by family leaders who were part of Oakland community organizations. Achieve Academy has maintained the original attendance boundary, providing an absolute preference for students residing within that boundary. More than 95% of Achieve students are eligible for the Federal Free and Reduced Price School Meals program, and are therefore living below the poverty line, and they also reside in a neighborhood with significant community stressors.

Student Demographics 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. Achieve Academy will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending in grades TK-5, 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 Achieve Academy replaced Hawthorne Elementary, the Charter School has adopted and maintains a policy of giving an admission preference for students living within the Hawthorne (former OUSD school to which our students would be assigned) attendance boundary. Please see **Element 8** (Admission Policy and Procedures) for details on this process, including these preferences.

Achieve Academy primarily serves the same student population as the former Hawthorne Elementary School and is similar in demographic composition as the OUSD schools, Think College Now ("TCN"), and International Community School ("ICS"), which share the same attendance boundary as Achieve Academy (as demonstrated in Figure 9). Achieve Academy students are largely Latinx, with a large Mam-speaking population and a high proportion of English Learners. Internal data indicates that there are 141 Mam-speaking students (25%) at Achieve Academy. Many of the Mam-speaking students are mislabeled as Spanish as their primary language because Mam is not an option in the student information system. Additionally, Achieve serves 169 newcomers (29.75%), the largest proportion of newcomers across Education for Change.[3]

3 Source: CALPADS Fall 1 Census Data, 2025

Figure 9: 2024-25 Demographics for Achieve Academy, OUSD, ICS and TCN (OUSD elementary schools in the immediate neighborhood), Lazear Charter Academy (EFC school in the immediate neighborhood)[4]

Demographic Subgroups	**Achieve Academy** (TK-5)	**OUSD** (TK-12)	**ICS** (TK-5)	**TCN** (TK-5)	**Lazear Charter Academy** (TK-5)
Race/Ethnicity					
Latinx	92%	48.3%	94.4%	60.1%	87.1%
African American	5%	19.2%	1%	13.4%	6.1%
American Indian or Alaskan Native	0%	0.3%	0%	0.8%	0.8%
Native Hawaiian or Pacific Islander	0%	0.8%	0%	0%	0%
Asian	1.3%	9.5%	0%	5.9%	1.6%
Two or More Races	0.6%	6.8%	1.3%	3.6%	0.4%
White	0.9%	11.6%	2%	10.7%	2%
Filipino	0.2%	0.8%	1%	2.4%	1.4%
Program Participation					

[4] Sources: CALPADS Fall 1 Census Data, 2025 and Dashboard

Low-income (FRPM)	94.8%	81.5%	94.4%	97.2%	66.7%
English Learner	77.5%	32.2%	73.1%	51.8%	34.9%
Special Education	7.8%	17.2%	14%	14.6%	15.1%
Homeless	9.6%	6.6%	5.3%	3.6%	0.4%

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

- Students from low-income families,
- Students who are English Learners,
- Students who reside in communities with a high degree of community stress for young people, and/or
- Students who would be the first in their families to attend college, and likely 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 Achieve Academy, we recognize that we live in a world of increasing technological, economic, environmental, and social change, requiring a set of emerging skills to navigate successfully. Information is multiplying at an accelerating pace, while the realization of our interdependence becomes more pronounced. We live in a time that requires great flexibility and great creativity. Citizens of this millennium must have a strong foundation of knowledge and skills to engage in the constantly evolving world of ideas and must be able to analyze and synthesize this information. They must have a strong sense of curiosity and engagement in the world and the creative intelligence and self-confidence to 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.

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

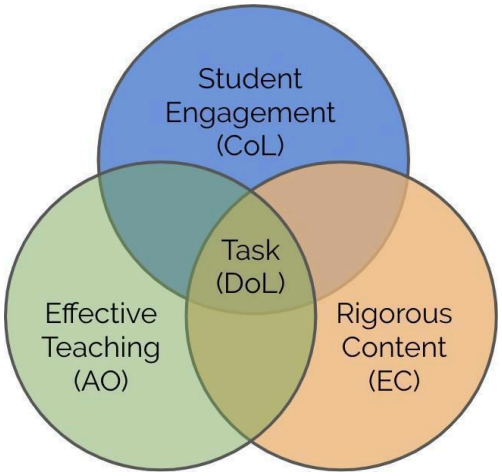
- Academically and technologically capable young people who are prepared to succeed and compete with their peers when they move on from Education for Change Public Schools
- Self-motivated, self-aware, competent, and confident lifelong learners with a high level of resilience who strive for excellence
- 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 10**, 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 10: 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.[5]

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

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

Strategic Drivers

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

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

[5] Collins, Jim (2001). *Good to Great.*

- **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.

As detailed in the Educational Philosophy and visualized in **Figure 11**, 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").[6]



Figure 11: 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.[7] All curricular areas within EFC schools and at Achieve Academy are aligned with the Common Core State Standards ("CCSS" or "Common Core"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards , and the remaining State Content Standards (collectively referred to herein as the "State Standards").

Clear and specific academic objectives are set at each grade level in alignment with these State Standards, with intensive intervention provided for those not at grade level. Achieve Academy believes that when a coherent standards-driven instructional program

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

[7] McLaughlin, M. and Shepard, L. (1995). *Improving Education through Standards*.

is delivered with high quality instruction and is assessed with State Standards-aligned assessments, the results are high academic outcomes for students. Please see **Appendix 4 - EFC 2023-2028 Strategic Plan**, which further details the EFC Theory of Action.

Achieve Academy Core Beliefs

Our mission and each core belief of our educational philosophy is aligned to our vision at Achieve Academy. Our philosophy, supported by research and proven best practices, inform our academic program elements, which are aligned to our core beliefs.

The Achieve Academy Team believes that learning best occurs when students have access to, and experience, a rigorous academic program based on the core beliefs listed below. These key practices and structures, aligned to our core beliefs, are all built around supporting the students and families we serve and make up our program at Achieve Academy.

Core Beliefs

- All students can excel at high levels.
    - Grade-level appropriate, State Standards-aligned curriculum and instructional practices.
    - Individualized student support for all learners through intentional use of data.
    - Targeted, responsive intervention to facilitate acceleration.
- Competence as a reader, writer, and speaker translates to confidence as a learner.
    - Structured literacy as a foundation for mastering word recognition skills and language comprehension skills.
    - Integration of literacy across content areas through academic discourse and text.
    - Cultivation of classroom cultures of thinking through academic discourse.
- A culture of learning allows all students and adults to grow and thrive.
    - Frequent, comprehensive coaching and observation-feedback loops.

    - Professional learning communities focused on student learning and reflective instructional practice.
    - Strategic and relevant professional development centered on instruction.
- Relationships and values are at the center of everything we do.
    - Intentional cultivation of a values-driven community.
    - Restorative justice and circle practices strengthens our relationships with ourselves, each other, and our community.
    - Integration of socioemotional learning skills and habits to support students' long-term success.
    - Families are key partners in ensuring the academic and character growth of our students.

All students can excel at high levels

High-quality curriculum and instruction require students to have access to and engage with grade-level appropriate, State Standards-aligned work. Achieve Academy provides and constantly seeks to refine facilitation of meaningful, rigorous learning experiences, as demonstrated by students' ability to apply and achieve a given learning objective aligned to grade-level standards.

Achieve Academy offers a curricular and instructional program aligned to State Standards beginning in transitional kindergarten so that every student can excel in any academic setting of their choice. The Education for Change Academic Team intentionally selects high-quality core curricula (see **Element 1: Curriculum and Instruction**) and assessments for Achieve Academy to use, and throughout the year provides educators with high-level, effective supports that will continue to improve the quality of instruction across our school. These core curricula and assessments are aligned with grade-level State Standards.

Within and across all grade-level classrooms at Achieve Academy, teachers study, prepare, and implement grade-level appropriate, State Standards-aligned curriculum and assessments. Prior to the beginning of the year, teachers at Achieve Academy participate in New Teacher Training and spend several professional development days and professional learning communities ("PLC") over the course of the year unpacking and internalizing their respective grade-level, disciplinary curriculum aligned to State Standards.

Providing grade-level, State Standards-aligned curricula must also be combined with grade-level, State Standards-aligned instruction in order to best prepare our students to meet and exceed grade-level standards. Planning for and executing high-level State Standards-aligned instruction necessitates deep internalization of the curricula and assessments from teachers. To plan and deliver this instruction, teachers engage in intellectual preparation protocols ("IPP"), which include identifying and scripting purposeful questions, planning for academic discourse, integrating strong academic routines and structures, and incorporating Universal Design for Learning ("UDL") and language development strategies based on the specific learner profiles teachers have in their classrooms. Achieve Academy teachers intellectually prepare for their grade-level appropriate, State Standards-aligned lesson plans by reviewing focus standards for the lessons, identifying students to support based on data, developing effective high-level questions that place the cognitive load on students, and providing an explicit connection between the instructional task, lesson objective, and grade-level standards.

Individualized student support for all through intentional use of data

Aligned with our core belief that all students can excel, highly effective teachers hold high expectations while ensuring appropriate levels of support for all of their students. At Achieve Academy, we use data to make intentional decisions in service of, and for, our students. At all levels, decision-making is centered on what will drive and advance student learning outcomes for all of our students.

Effective data-driven instruction can have a significant impact on student learning, and, in turn, academic and life outcomes. Therefore, our data-informed approach at Achieve Academy includes planning and including Data Days after Amira and i-Ready diagnostic assessments and interim assessments within our annual academic calendar, employing frequent formative assessments paired with responsive, targeted small-group instruction across content areas, providing individualized, tiered student supports based on data, and administering, reflecting on, and planning for corrective instruction after interim assessments and curriculum-embedded assessments throughout the academic year. For details regarding our instructional model and assessment approach, see **Element 3: Assessment System** and **Element 3: Data Analysis**.

We formally analyze our students' performance on grade-level State Standards to monitor progress and determine the need for interventions multiple times during the academic year, using State Standards-aligned interim assessments, i-Ready assessments, and curriculum-embedded formative assessments. Our school also administers a variety of grade-level, subject-specific diagnostic assessments, or

screeners, to ensure that teachers and staff members have a strong understanding of each student's current skills and knowledge as well as their gaps in order to provide appropriate interventions and supports targeted to each student's identified needs.

Ongoing, frequent formative assessments for learning provide teachers with the opportunity to plan for intentional, targeted support for specific students. Teachers at Achieve Academy use common curriculum-embedded formative assessments that measure students' learning progress on grade-level standards throughout the year to target interventions and accelerate learning. These curriculum-embedded formative assessments (e.g., exit tickets in math and target tasks in ELA) also allow students to monitor their own learning progress. Students reflect on which learning targets and standards they have already mastered and which learning targets and standards they still need to practice. Professional learning around responding to student data and providing feedback to students takes place frequently in content area-specific professional development sessions, Department Team Time, and coaching meetings.

Targeted, responsive intervention to facilitate acceleration

Our data-informed practices allow us to provide targeted, responsive intervention to facilitate acceleration for students. At Achieve Academy, we leverage our Multi-Tiered System of Support program and our assessment windows to provide targeted student support and to drive towards accelerated student outcomes. Intervention at Achieve Academy is additive and extends core instruction; intervention does not replace core instruction. This is aligned to our belief that all students can excel with targeted, responsive intervention and intentional use of data.

In an academic year, there are five assessment windows used to provide diagnostic, screening, and current learning progress of students on grade-level standards. In the beginning of the year, the assessments are diagnostic and act as screeners. In addition to academic assessments, we also administer a socioemotional screener so that our team can identify socioemotional strengths and areas of growth for individual students and for the grade level as a whole.

Following each assessment window, we analyze assessment results, reflect on our practice, and create strategic action plans in response to the assessment data. Teachers, tutors, interventionists, instructional coaches, and education specialists collaborate to plan for interventions and develop action plans for students needing additional support in a specific area. Small groups are often adjusted to reflect the targeted skill students' need more practice or support with. By providing targeted skills practice through

small-group instruction within a class, "we account for missed learning opportunities and concurrently develop students' capacity for persistence with grade-level expectations."[8]

To support learners not yet making adequate growth, Achieve Academy employs a comprehensive MTSS program to monitor student development academically, behaviorally, and socioemotionally and to implement interventions as needed to ensure all students meet expected levels of performance and excel academically, behaviorally, and socioemotionally. If a student is identified as not making adequate growth and multiple interventions have been implemented with fidelity by the team, then a referral to the MTSS Team may be made to initiate the MTSS process. Students who need additional support beyond the general education classroom receive research-based, high-quality interventions, and the effectiveness of all support is evaluated using data. Our MTSS program and process includes data analysis, coordination of services, support teams, and data-based intervention progress-monitoring to ensure student needs are met. By carefully identifying students in need of additional support, purposefully planning strategic interventions, and consistently implementing MTSS, Achieve Academy ensures all our students experience academic, behavioral, and social success.

Competence as a reader, writer, and speaker translates to confidence as a learner

Structured literacy as a foundation for mastering word recognition skills and language comprehension skills.

We believe that a strong foundation of literacy is paramount to lifelong learning. When students have strong foundations in reading and writing, they are more likely to experience academic success in the classroom. With each subsequent year following third grade, the gap between strong and struggling readers widens even more, and struggling readers fall even further behind compared to their counterparts on grade-level.[9]

Because we know that literacy is by far the greatest predictor of a student's success in higher education, career, and life, and because we commit to developing strong readers at an early age, Achieve Academy Achieve Academy provides a minimum of 70 minutes of literacy instruction daily in TK, a minimum of 150 minutes of literacy instruction daily in grades transitional kindergarten through grade two, and a minimum of 75 minutes of literacy instruction daily in grades three through five. In the lower grades (grades

[8] Alice Wiggins et al., "Equitable ELA Instruction: Immersing Students in Grade-Level Reading & Thinking," UnboundEd, March 4, 2020, https://unbounded.org/resources/unbounded-concept-paper-equitable-instruction-in-ela/, 11.

[9] McNamara, J.K., Scissons, M., and Gutknecth, N. (September/October 2011). A longitudinal study of kindergarten children at risk for reading disabilities: The poor really are getting poorer. In *Journal of Learning Disabilities*, 44(5), 421-430.

transitional kindergarten through grade two), literacy instruction is aligned to core pillars of structured literacy (see **Element 1: Curriculum and Instruction**). According to key findings declared by American Institutes for Research, "children in programs that devoted a greater than average proportion of academic time to reading instruction relative to the total academic instruction time made more reading progress."[10] Schools that have been effective at improving the literacy outcomes of large populations of students who identify as having low socioeconomic status, learning disabilities, and black or Latinx racial backgrounds structure their literacy instructional program into 90- or 120-minute blocks during the school day.[11]

Our literacy instruction model at Achieve Academy includes the daily components of ELA and literacy rotations for reading foundational skills in grades kindergarten through grade two, and the daily components of ELA and intervention for reading foundational skills grades three through five. This model is aligned to our vision that all students leave the third grade as proficient readers.

Integration of literacy across content areas through text and academic discourse

Aligned with State Standards, we believe that the responsibility of literacy instruction does not belong solely to humanities instructors; teachers of other content areas – mathematics, science, and others – also teach literacy skills relevant to their subjects.[12] All teachers at Achieve Academy are literacy teachers, and we teach and practice with students to use targeted literacy strategies in all classes. For example, students will engage in close-reading protocols of primary and secondary sources in a fourth-grade ELA informational text unit as a way to refine literacy skills, approach the text with a historical lens, and deeply understand informational text. In a first-grade mathematics class, students might use a shared grade-level annotation strategy to make sense of a mathematical word problem.

At Achieve Academy, we are constantly learning and refining how we promote academic discourse in all of our learning spaces because we believe that academic discourse supports students with making meaning of and understanding what they learn from text. A practical guide released by the U.S. Department Education identified high-quality text discussion as one of the five recommendations to support reading comprehension and

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[10] Rathbun, Amy. "Making the Most of Extra Time: Relationships Between Full-Day Kindergarten Instructional Environments and Reading Achievement." *American Institutes for Research*, Nov. 2010.

[11] Underwood, Steve. "Education Northwest Literacy Brief: What Is the Evidence for an Uninterrupted, 90-Minute Literacy Instruction Block?" *Education Northwest*, Jan. 2018.

[12] Gewertz, Catherine. (2012, November 14). Common standards drive new reading approaches. *Rethinking literacy: Reading in the Common-Core Era.* Retrieved from www.edweek.org/go/common-reading, p. S2.

literacy skills among students in kindergarten through third grade.[13] There is also value in oral literacy and verbal outputs to support emerging readers, especially those who are acquiring English proficiency as a second, or third, language. Language acquisition skills – reading, writing, speaking, and listening – are all intertwined; people learn languages effectively when they practice all four consistently and regularly. Because Achieve Academy serves a significant student population of English learners, our academic model and instructional practices emphasize oral literacy and academic discourse.

Cultivation of classroom cultures of thinking through academic discourse

Achieve Academy's instructional model and practices are grounded in our core belief that confidence as a reader, writer, and speaker translates to confidence as a learner. If we are to produce students who are engaged learners and active thinkers well-versed in communicating, innovating, collaborating, and problem-solving, then we must actively advance and promote students' thinking.[14] We emphasize the use of instructional practices that require students to deeply engage with the learning by pushing their thinking, trying out new skills, and taking on different cognitive challenges.

Academic discourse at Achieve Academy also includes discussions and presentations of concepts, ideas, and models. Planning for and facilitating high-quality, structured academic discourse is one instructional practice that places most of the cognitive load on students. In a well-facilitated academic discussion and classroom environment, "the group's thinking as well as each individual's thinking was valued, visible, and actively promoted as part of the regular day-to-day experience of all group members."[15] Part of this equation involves teacher preparation and strong instructional practice. Before students can participate and lead a productive academic discussion, they must encounter a question worth thinking about. As part of our IPP, teachers at Achieve Academy work within their Department Teams and their coaches to identify and plan for meaningful, discussion-worthy questions within a read aloud or when engaging with the text in ELA, for example. The opportunity for students to engage in academic discourse then drives their learning, exposes their thinking, and deepens their understanding.

A culture of learning allows all students and adults to grow and thrive

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[13] Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

[14] Ritchhart, Ron. *Creating Cultures of Thinking: the 8 Forces We Must Master to Truly Transform Our Schools*. Jossey-Bass & Pfeiffer Imprints, Wiley, 2015.

[15] Ibid.

At Achieve Academy, our vision includes relentlessly focusing on the continuous refinement of high-quality instruction and consistently practicing lifelong learning habits. Students learn best when they have exceptional teachers in front of them who are constantly learning, reflecting, and refining their practice. Research consistently demonstrates that effective teachers are the most predictive and significant factor contributing to student achievement. One of the key conclusions from the 1966 "Equality of Educational Opportunity" report, widely known as the Coleman Report, was that teacher quality is the strongest driver of student achievement, especially for students most marginalized: "...for any groups whether minority or not, the effect of good teachers is greatest upon the children who suffer most educational disadvantage in their background, and that a given investment in upgrading teacher quality will have most effect on achievement in underprivileged areas."[16] Therefore, we invest heavily in the growth and development of our teachers and staff members through various structures such as coaching, observation/feedback cycles, PLCs, and professional development.

All teachers and staff members at Achieve Academy engage in coaching and regular informal and formal observations that push our team to refine their teaching craft or role-specific skills through intentional practice, thoughtful reflection, and deliberate application. Our coaching model for Math and ELA teachers includes a minimum of one informal observation with written feedback and one 30- to-45-minute coaching session each week, during which teachers work with their instructional coach to plan upcoming lessons, preview assessments and conduct assessment analysis, debrief lesson executions, analyze student work samples, or practice instructional strategies. All other staff members also develop their role-specific skills with their coach through one-on-one coaching sessions and regular informal/formal observations throughout the academic year.

<u>Professional learning communities focused on student learning and reflective instructional practice</u>

At Achieve Academy, we are urgent about raising our students' level of achievement so that all students are prepared for middle school and ready for the future, and we believe that we get better together through collaboration focused on student learning and reflective instructional practice. Since we know the power of effective collaboration and learning as a community, our PLC structure includes Win PD, during which teachers learn and collaborate within content areas and weekly Grade-Level Team Time. Our PLC

[16] Coleman, James S. *Equality of Educational Opportunity (COLEMAN) Study* (EEOS), 1966. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2007-04-27. https://doi.org/10.3886/ICPSR06389.v3.

structure includes developing teachers' content and curricular knowledge, the regular practice of analyzing student data, developing plans to support all students based on their needs, and sharing best instructional practices to support and grow each other's practice. We constantly ask ourselves the following questions when looking at student work or reflecting on an observation:

- What is the grade-level, State Standards-aligned learning target we want students to learn?
- How will students demonstrate their learning on the learning target and how will we know?
- Who are the students who have not yet demonstrated proficiency on the learning target and what will we do to support them?
- Who are the students who have demonstrated proficiency on the learning target and what will we do to support them?

Strategic and relevant professional development centered on instruction

Achieve Academy believes that high-quality instruction is developed through professional development focused on strong curriculum implementation and high-impact instructional practices aligned to the curriculum. Teachers make use of the curriculum embedded scaffolds based on observed need. This belief is supported by a research brief on effective teacher professional development, which outlines essential elements of effective professional development: "(1) is content focused, (2) incorporates active learning utilizing adult learning theory, (3) supports collaboration, typically in job-embedded contexts, (4) uses models and modeling of effective practice, (5) provides coaching and expert support, (6) offers opportunities for feedback and reflection, and (7) is of sustained duration."[17] To this end, we structure our academic calendar, operational systems, and professional program to maximize teacher support and strategic professional development. Our annual school calendar includes New Teacher Training during the summer, beginning of year ("BOY") professional development, weekly professional development and collaboration, and network- and site-release days.

Our New Teacher Training program for incoming teachers new to education and/or new to Education for Change supports teachers to begin developing the skills necessary to become an effective teacher, aligned to our vision at Achieve Academy and Education

[17] Darling-Hammond, Linda, et al. Research Brief: Effective Teacher Professional Development. Learning Policy Institute, 2017.

for Change. Learning covered at New Teacher Training includes, but is not limited to, content-specific curriculum and instruction, strong classroom culture strategies and routines, and culturally responsive teaching practices and approach.

We launch the start of the school year with our BOY professional development week with all of our staff members. Professional learning during the BOY professional development entails building connections with our school team and community; internalizing our mission, vision, core beliefs, and practices; understanding how to live out language and actions aligned to our Achieve core values; unpacking grade-level and content-specific State Standards; and learning and practicing systems and routines critical to a strong start to the school year.

One day per week, we have an abbreviated bell schedule during which students leave school early so that staff can convene and engage in weekly professional learning that is content-specific, job-embedded, focused on student learning, and provides opportunities for collaboration, reflection, and application – all components of effective professional development.[18]

Additionally, after the administration of interim assessments, teachers at Achieve Academy participate in a Data Day, where teams examine interim assessment results for both individual classes and their grade-level cohort. Our Leadership Team and Instructional Leadership Team develops an annual scope and sequence for professional learning each year that is aligned to the year's schoolwide goals and maintains coherence with students' needs and teachers' professional goals. Our professional development learning systems and structures are intentionally designed to support and continually enhance our teachers' instructional practices so that all students at Achieve Academy can excel at high levels and make significant achievement gains at each grade level.

Relationships and values are at the center of everything we do

Brain research is clear that students learn best when they feel a sense of belonging, physical and emotional safety, and of feeling known and valued. At Achieve Academy, we take every opportunity to get to know and build relationships with our students and their families through frequent communication, daily rituals, restorative justice and circle practices, and socioemotional learning. Relationships and values set the foundation for our work and are at the center of everything we do.

<u>Intentional cultivation of a values-driven community</u>

[18] Ibid.

Achieve Academy has daily rituals, ongoing traditions, and strong systems in place to affirm and reaffirm a fundamental sense of purpose, values, and connection with all students and staff members. Aligned with our mission, Achieve Academy places a high value and a strong emphasis on our core values. Our **ACHIEVE Core Values** – Academic Excellence, Caring Community, High Expectations, Identity, Engagement, Vision and Values, and Equity – are interwoven into the fabric of our school. When school communities are values-driven, students are more likely to experience academic success and personal excellence. A growing body of research indicates a correlation between a whole-school approach to values and enhanced academic diligence: "...there were observable and measurable improvements in students' academic diligence, including increased attentiveness, a greater capacity to work independently as well as more cooperatively, greater care being invested in schoolwork and students assuming more responsibility for their own learning as well as classroom 'chores.'"[19] Schools that create an environment in which values constantly shape interactions, relationships, and language experience more substantial student learning, happier teachers and students, and calmer school environments.[20]

At Achieve, the students are taught the "4 Be's": Be Safe, Be Kind, Be Responsible, and Be Ready to Learn. These are explicitly taught during classroom lessons, reflected on during classroom community meetings, and positively reinforced when students are exhibiting behaviors aligned with the 4 Be's.

<u>Restorative justice and circle practices strengthens our relationships with ourselves, each other, and our community</u>

At Achieve Academy, we center and attend to relationships by practicing restorative practices and circles as part of our school culture framework. Our discipline framework incorporates elements of restorative practices and socioemotional learning to help students develop an internal moral code. By ensuring our students experience spaces that allow them to exemplify core values, opportunities to demonstrate expected behaviors, a management system rooted in relationships and restoration, our students learn to make choices that allow them to be positive, engaged leaders of our community.

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[19] Lovat, T., Toomey, R., Dally, K., & Clement, N. (2009a). *Project to test and measure the impact of values education on student effects and school ambience*. Report for the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) by The University of Newcastle, Australia. Canberra: DEEWR. Available from http://www.valueseducation.edu.au/values/val_articles,8884.html.

[20] DEST. (2006b). *Implementing the national framework for values education in Australian schools: Report of the Values Education Good Practice Schools Project–Stage 1: Final report*, September 2006. Melbourne: Curriculum Corporation. Available from http://www.curriculum.edu.au/verve/_resources/VEGPS1_FINAL_REPORT_081106.pdf.

Recognizing that behavior is a form of communication, our schoolwide management ladder at Achieve Academy aims to understand the root causes of a student's behavior and problem-solve with stakeholders to meet the unmet needs of the student and support the student in making positive behavioral changes. When a student is struggling and exhibiting behavior that is not aligned with our core values, we go up the "6Rs" ladder as appropriate to the situation: Reminder, Redirect, Reset, Referral/Reach out, Reflect, and Restore.

When a student engages in the same behavior repeatedly in the classroom or receives a behavior referral, then the student engages in a restoration circle with the teacher to address what happened and to attend to their relationship. During a restoration circle, the student meets with the teacher while that teacher is available, and both parties seek to understand each other's experiences, acknowledge each other's feelings, and problem-solve ways they could have done the moment differently. These restoration circles serve as a method for both the student and the teacher to better understand each other, recognize each other's humanity, and continue to build a learning partnership with each other.[21] The restorations also act as learning opportunities for the student because the student engages in both self-reflection and shared problem-solving with an adult.

Similarly, whenever students experience breaches in their relationships with other peers, we employ restoration circles to support students with helping students involved understand each other's experience and the impact the situation had on each of them. Students are then supported by our Dean of Culture or another staff member to make things right with each other by identifying what students need and making shared commitments. By having our students engage in a facilitated dialogue whenever breaches in relationships occur, our students develop respect for diverse perspectives, backgrounds, and experiences; conflict resolution through community skills; agency in making ethical choices; and personal responsibility and commitment to the relationships in our school community.

<u>Integration of socioemotional learning skills and habits to support students' long-term success</u>

[21] Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*. Corwin, a SAGE Company, 2015.

In recent years, substantial evidence has highlighted the benefits of socioemotional skill development for students. Schools that provide effective socioemotional learning programs have the potential to develop students' socioemotional skills and classroom behavior; enhance association and attitudes toward school; reduce rates of aggression, violence, discipline, and substance use; and increase student learning and academic performance.[22] Early childhood programs that integrated and explicitly taught socioemotional learning showed positive effects on executive-functioning, reasoning, engagement, and self-regulation – all of which encompass school readiness skills – as well as dramatic improvements in academic performance in reading, vocabulary, and mathematics that began at the conclusion of kindergarten and persisted through first grade.[23] Developing our students' socioemotional learning skills, then, is paramount to our work and mission of closing the opportunity gap at Achieve Academy.

Achieve Academy embeds socioemotional learning in curricula and instruction, teacher training, and disciplinary approach – three components of highly effective socioemotional learning programs and implementation as evidenced by research and supported by the California Department of Education's strategic priority areas.[24, 25] Instruction of socioemotional learning skills takes place in students' classrooms during designated weekly social emotional learning ("SEL") instruction blocks. We use the curriculum *Second Step*, which is a well-designed and classroom-based socioemotional learning program that provides students with repeated opportunities for students to practice and develop the skills.

Families are key partners in ensuring the academic and character growth of our students

Family involvement and partnerships are fundamental to meeting the needs of the whole child. At Achieve Academy, we believe that families are our partners in educating children and are critical to advancing our mission and vision of developing liberated students as lifelong learners. Aligned with this belief, we strive to involve, engage, and partner with families at every opportunity.

Strong relationships between teachers and students as well as staff and families form the foundation of our culture at Achieve Academy. These relationships are cultivated through our frequent family communication, leadership opportunities, family workshops,

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[22] DePaoli, Jennifer L., et al. *Ready to Lead: A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools*. Civic Enterprises with Hart Research Associates: A Report for CASEL, 2011.

[23] "Social and Emotional Learning." *American Institutes for Research*, 10 Sept. 2019.

[24] Garcia, Emma, and Elaine Weiss. *Education Inequalities at the School Starting Gate*. Economic Policy Institute, 2017.

[25] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.

schoolwide events, and family partnership opportunities. We engage families in regular conversations about their child's learning progress, communicate with families whenever restorations are necessary, hold family conferences multiple times per year, conduct home visits, and regularly hold events that bring families into the Charter School for leadership and learning opportunities.

Families also have ongoing opportunities to communicate, collaborate, and engage with school leadership through monthly Coffee with the Principal, Family Academic Champions Team ("FACT"), and Family Leadership Council ("FLC"). Our FLC is a structure that empowers family voices in school as they engage with, review, and plan for site-level and organization-wide policies and strategies. Additionally, our families have the opportunity to learn, develop, and practice their leadership skills through workshops that are held several times throughout the year, co-designed with Families In Action ("FIA"), and co-facilitated by our Family & Community Coordinator, school leadership, family leaders, and FIA staff. A couple times of the year, our families can engage in a Family Accountability Walk, which provides families with the opportunity to observe essential instructional practices in classrooms, debrief their reflections, and provide feedback on students' learning experiences to our school.

Educational Program

Academic Day and Year

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

- For students in Transitional Kindergarten and Kindergarten: 36,000 instructional minutes.
- For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
- For students in 4th to 5th 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 OUSD and EFC families.

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 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 2025-26 School Calendar and Sample Achieve Academy Bell Schedule**

School Day

The instructional day at Achieve Academy is currently from 9:00 am until 3:30 pm for TK-1, and 8:30 am until 3:45 pm for 2nd-5th grades, Monday, Tuesday, Thursday, and Friday. On Wednesdays, the instructional day is 9:00 am until 1:45 pm for TK-1 and 9:00

am until 2:00 pm for 2nd-5th grades, as students are dismissed early to provide professional development and collaborative planning 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.

Basic Learning Environment

Achieve 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 – Handbooks**, is disseminated to families annually and outlines the policies and procedures surrounding student attendance. EFC implements a student attendance recording and accounting system which complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

Transitional Kindergarten Program

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

Research has demonstrated that early childhood education is key to later success in both education and in life. It can significantly reduce the achievement gap and the "30 million word gap" for disadvantaged youth.[26] The State 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.[27] Based on overwhelming success in the states of Oklahoma and New Jersey, the state of California and the federal

[26] Rich, M. (2013) Language Gap Study Bolsters a Push for Pre-K. New York Times.
[27] 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.

government are considering legislation for universal preschool to improve access and achievement for all students, particularly low-income students. The TK program at Achieve Academy uses best practices from programs across the nation.

Goals

The TK team at Achieve Academy works closely with the TK Dean of Instruction to implement the SEEDS Framework and implement content units in alignment with the California Preschool/Transitional Kindergarten Learning 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 Achieve Academy is based on the California Preschool/Transitional Kindergarten Learning Foundations standards. It includes content and skills from ELA, math, PE, art, and science. Achieve Academy has formally partnered with the Rainin Foundation around building the capacity of our TK teachers and 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. TK students engage in systematic and explicit phonics lessons as they develop the early literacy skills that are the foundation for learning to read in Kindergarten and beyond.

They learn letter names and sounds and letter formation through EFC's own research-based lessons and enjoy interactive activities to develop their phonological awareness skills using the Heggerty program.

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 12**. Achieve Academy shall maintain the requisite classroom size, adult to student ratio, and credential requirements for transitional kindergarten classrooms as required by Education Code Section 48000(g).

Figure 12: Sample TK Schedule

Time	Activity
9:00-9:30	Gentle Start and Morning Meeting
9:30 - 10:10	Play-based centers
10:10-10:40	Phonics and Phonemic Awareness
10:40-11:00	Recess

11:00-11:20	Lunch
11:20-12:55	Specials (Art, Science), Math
12:55-1:55	Recess, Rest
1:55-3:30	Repeated Read Aloud, Writing, Play-based Centers, Closing Circle

Assessment

- Teaching teams conduct weekly progress monitoring aligned with phonics and content units using EFC designed assessments. Teaching teams assess math growth and mastery using EFC created, curriculum aligned math assessments, assessing number sense, geometry, data and algebra.

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,[28] as well as three decades of stagnant reading skills,[29] 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.[30] In response, the field is now converging in a new direction: grounding professional learning in engaging, standards-aligned, content-rich curriculum.[31]

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

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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 13.** 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 13: ELA Curricular Framework and Resources

Component	Description	Resources	Grades TK-5
Foundational Literacy (TK-2)	• Phonemic awareness, explicit phonics, morphology, spelling	• UFLI • Michael Heggerty Phonemic Awareness • SEEDS Repeated Read Aloud framework (TK) • EFC-created TK units	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.	• Fishtank ELA (K-5)	60-90 min

	• 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		
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	• Grade level decodable texts (SIPPS and UFLI) • Student Novels aligned to content units • Trade books	15-30 min

		• Amira Tutor Standard Practice	
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 • i-Ready Learning- MyPath, Amira Tutor Standard Practice and Early Reader Skill Scaffold • Implementation of Guided Language Acquisition Design ("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.

- ***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 i-Ready Learning.

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

Assessment Practices

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

- ***Foundational Literacy (K-2)***
    - **Amira Learning** - In compliance with Education Code Section 53008, all K-2 students take a one-on-one, computer-based reading screener at least once per year. All Achieve Academy K-2 students are screened at least three times annually (beginning, middle, and end of year) to identify students at risk of reading difficulty, provide targeted interventions, and track progress.
    - **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 (3-5) -** Curriculum embedded assessments and mid-year performance tasks 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 6-12 weeks). Through each curriculum embedded assessment, students complete at least one process-based piece of writing and at least one on-demand piece of writing. These are scored on a Smarter Balanced Assessment Consortium ("SBAC")-aligned rubric, based on genre.
    - **Formative -** Students complete either a target task or exit ticket at the end of each daily lesson**.**
    - **Projects -** Student projects regularly include writing and communication tasks, and Achieve Academy 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

Achieve Academy aligns the TK program to the California Preschool/Transitional Kindergarten Learning Foundations and measures growth for students utilizing EFC-designed progress monitoring tools. The TK teachers work closely with the TK Dean of Instruction 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 13** above.

Please see **Appendix 3 – EFC Vision of Excellence in ELA and Math**

Mathematics

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

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

Vision of Excellence

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

1. ***FOCUS: Focus strongly where the standards focus***

    - 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 14: Grade-Level Focus Areas

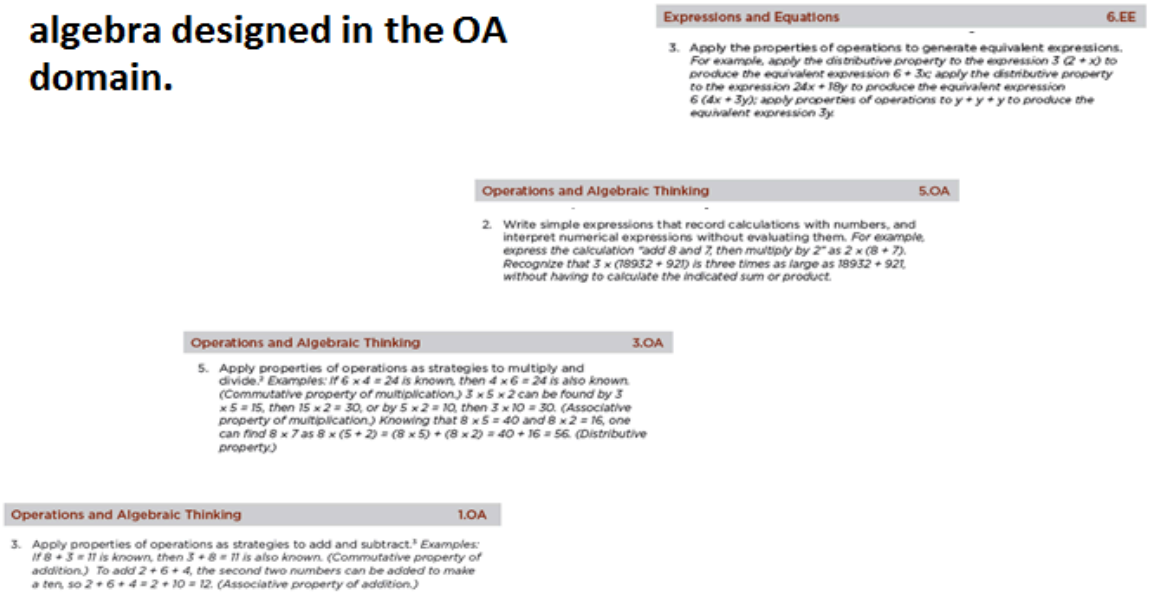
Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving

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 15: Example of staircases to Algebra

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



Expressions and Equations 6.EE

3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*

Operations and Algebraic Thinking 5.OA

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

Operations and Algebraic Thinking 3.OA

5. Apply properties of operations as strategies to multiply and divide.[3] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*

Operations and Algebraic Thinking 1.OA

3. Apply properties of operations as strategies to add and subtract.[1] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

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 16** 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 16: 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

Curriculum

EFC and Achieve Academy have adopted the research-based Eureka Math program for the base of its mathematics instruction, as it supports each of the key shifts illustrated above. Math Story Problems and additional supplements are added 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*** *(Eureka Application problems and 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, 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 check for understanding ("CFU") or required revision to ensure a misconception has been clarified.
- **Student Practice:** Students are given time and multiple opportunities to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in novel problems
- **Alignment of Time to Activity:** The appropriate amount of time is spent introducing new material, giving students practice time, and discussing learned content. While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.

2. **Math 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 discussed 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:** The story problem fits into a sequence that moves from and makes connections between the concrete, pictorial, and abstract ("CPA"). 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 i-Ready three times a year to assess and benchmark students' progress toward mastery.

Math in Transitional Kindergarten

Achieve Academy aligns the TK program to the California Preschool/Transitional Kindergarten Learning Foundations. The TK teachers work closely with the TK Dean of Instruction to develop core foundational skills and knowledge within the play-based program. Goals for mathematics and numeracy include the ability to:

- Count at least 10 objects
- Count by rote to 30
- Identify numbers 0-10

- Write numbers 0-10
- Understand vocabulary pertaining to size
- Know basic shapes by name and attribute

Please see **Appendix 3 - EFC Vision of Excellence in ELA and Mathematics.**

Science and History/Social Studies

Overview - Integrated Learning

In order to best prepare students for a 21st century world, as well as to provide opportunities for deeper, more engaging and relevant learning, Achieve Academy implements multidisciplinary integrated learning opportunities through the 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.

"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."[32] 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 projects focus on a wider range of skills and interests. 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 17** below.

[32] The Buck Institute is considered an expert on Project Based Learning: http://www.bie.org/.



Figure 17: 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. The K-5 Fishtank ELA curriculum incorporates informational units that focus on Science and History. Students use a variety of reading strategies to help them digest these complex texts. 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 also helps students to understand key details that connect the big ideas from the unit. 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 Achieve Academy's science instruction.

Goals

- Students will develop 21st Century Skills that will prepare students for higher education, rewarding careers, and the challenges of an ever-changing world
- Students will 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 literacy and mathematics content and skills in science and engineering provides authentic learning experiences for students.

Instructional Strategies and Materials

All of the science curriculum used by Achieve Academy 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 answering questions that are posed around the associated phenomena. Student questions are key drivers of inquiry. Lessons then ask students to investigate these phenomena to try and answer these driving question(s). These investigations can take the form of or include experimentation, observation, simulations, data analysis, model creation or research, and reporting and presentation. 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.

Curriculum

ELA and Science Content Integration

K-5 core teachers use multi disciplinary units integrating ELA and Science content. Students will learn about different scientific topics, and apply their learning to novel, meaningful tasks. Through hands-on activities and experiments, students will demonstrate proficiency and deeper understanding, exploring the mysteries of life sciences, physical sciences, earth sciences, and environmental sciences. Critical thinking will be fostered as students analyze, evaluate, and synthesize complex ideas, considering multiple perspectives and engaging in scientific discourse. Effective communication will be honed as students learn to express their thoughts and findings clearly and effectively, whether through writing, speaking, or presenting ideas. Thus, integrating literacy into science learning will enhance comprehension and engagement for all students, fostering a deeper connection to scientific concepts while promoting language development and literacy skills.

Kindergarten	Celebrating Fall Exploring Life Cycles Reduce, Reuse, Recycle
1st Grade	Amazing animals

2nd Grade	Exploring Habitats The Human Body
3rd Grade	Understanding the Animal Kingdom
4th Grade	Preparing for the Worst: Natural Disasters
5th Grade	Protecting the Earth: Plastic Pollution

Dedicated Science Instruction

Because science is such a critical content area, in addition to integrated science during literacy blocks, Achieve Academy also provides targeted science instruction in grades K-5. Achieve 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.

The Twig Science approach entails:

- Phenomena-Based Learning: Starts with a real-world phenomenon (like weather or flight) to spark curiosity and guide investigations, moving away from rote memorization.
- 3-D Learning: Integrates Disciplinary Core Ideas ("DCI"), Science and Engineering Practices ("SEP"), and Crosscutting Concepts ("CCC") for a holistic understanding.
- Multimedia & Digital Tools: Uses high-quality videos, virtual field trips, authentic simulations, and digital platforms to bring science to life.

- Hands-On Investigations: Provides physical lab kits for group investigations, encouraging collaborative problem-solving and doing science.
- Inquiry & Student Agency: Places students in the role of scientists, asking questions, planning investigations, and constructing their own understanding.
- STEM Integration: Connects science with engineering challenges and real-world STEM careers.
- Literacy Support: Builds reading, writing, and technical vocabulary skills through authentic scientific texts and tasks.

The Twig units taught at Achieve Academy include:

Grade K Standards	**Marble Run Engineer** In this module, students become Marble Run Engineers. They explore forces by observing and analyzing what happens when they push and pull different objects. They use tools to alter and measure how far they can push a marble, and how precisely they can control its direction. Finally, students put all their knowledge into practice by designing, building, observing, and analyzing fun (and functional!) marble run tracks. K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine whether a design solution works as intended to change the speed or direction of an object with a push or a pull.* K–2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change in order to define a simple problem that can be solved through the development of a new or improved object or tool. **Be Prepared**

	In this module, students find out by becoming amateur meteorologists! They observe weather patterns, learn to interpret weather forecasts, and use their knowledge to prepare for whatever the weather throws at them. Students explore the importance of staying protected from the Sun, build their own mini-umbrellas, and find out how meteorologists make and share their predictions about the weather. Finally, they create weather forecasts of their own—because whatever the weather, it pays to be prepared! K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* K-PS3-1 Make observations to determine the effect of sunlight on the Earth's surface. K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.* K–2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K–2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K–2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
Grade 1 Standards	**Animal Reporters** Students grab their notepads and take on the role of Animal Reporters, embarking on a global quest to observe different animals. On their journey they discover how animals use their body parts and how young animals are similar to and different from their parents. Students learn about sound, finding out how animals communicate with each other. Finally, they are challenged to design and build their own communication devices, discovering how they too can use sounds to communicate over long distances. Over the course of the module, these intrepid Animal Reporters record and present their findings in preparation for their final written articles. 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

	1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.* K–2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. **Museum of Leafology** Over the course of the module, students become scientists and curators, creating a Museum of Leafology. Full of different "rooms," the Museum exhibits fascinating things students learn about plants. Students explore plants through hands-on activities like outdoor nature explorations and growing their own seedlings. They investigate different parts of plants, and design and build an invention inspired by plants to solve school problems. At the module's close, students invite their friends and family to visit the Museum. Finally, the class prepares a celebratory (and delicious!) salad made of different parts of a plant. 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.* 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. K–2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K–2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K–2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
Grade 2 Standards	**Master of Materials** Students work through a series of levels and unlock badges to become "Masters of Materials." They progress from Junior Researchers, who can describe, compare and sort materials, to Professors of Properties, who use what they've learned to design and build bridges. They also become engineers by building and testing towers, and

	discover how the properties of materials can change by making their own crayons. Only when all five levels are complete will students be able to call themselves Masters! 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-PS1-4 Construct an argument with evidence that some changes in matter, caused by mixing, heating, or cooling can be reversed and some cannot. K–2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K–2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. **My Journey West** It's time to hit the road! Students uncover a time capsule buried in the 1930s by seven-year-old Ruthie, detailing her family's journey across the United States. Through diary entries, videos, images, and audio clips, students follow Ruthie from the dust bowl of Oklahoma to her new life in California, learning about the landscape on the way. Students explore the amazing landforms she passes through, and build model landscapes out of clay. They find out how water influences the physical environment, and learn about what maps look like and how they are used. 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.
Grade 3 Standards	**Biodome**

Can't visit the rain forest? Then let the rain forest come to you! Students join the Biodome—a state-of-the-art greenhouse that mimics a tropical rain forest environment—and discover the wide variety of life that rain forests contain. They look after plants in the Biodome's nursery, and nurture and observe real butterflies throughout their life cycle. Students also study the life cycles of other organisms, and look at the traits that animals of the same species share and inherit. There's a lot to explore—out there, and in here! Can't visit the rain forest? Then let the rain forest come to you! Students join the Biodome—a state-of-the-art greenhouse that mimics a tropical rain forest environment—and discover the wide variety of life that rain forests contain. They look after plants in the Biodome's nursery, and nurture and observe real butterflies throughout their life cycle. Students also study the life cycles of other organisms, and look at the traits that animals of the same species share and inherit. There's a lot to explore—out there, and in here!

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death.

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing.

3-LS2-1 Construct an argument that some animals form groups that help members survive.

How to Survive an Ice Age

Students take a trip thousands of years back in time, to see what the American landscape was like during the last Ice Age. They discover mammoths, saber-toothed cats, and more, and ask the question: Why did some plants and animals go extinct at the end of the last Ice Age, while others survived? Students investigate how environments affect the organisms living in them by planting their own seeds and varying the environmental conditions. They also consider the specific traits that help organisms survive in their environment.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

	3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.* 3–5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3–5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Grade 4 Standards	**Earthquake Engineers** Earthquakes can strike without warning, bringing massive destruction, but knowing where they happen can help reduce the damage caused. Students use an interactive to explore the Earth and investigate where earthquakes happen, collecting and analyzing data to identify patterns. Students find out what makes a strong and stable structure, and use this knowledge to design and build their own earthquake-proof buildings. Using an earthquake shake table, they test their structures and, like real civil engineers, refine their designs before the final build. 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* 3–5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3–5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3–5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. **Sparks Energy**

	This is a newsflash! Sparks Energy, Inc. is recruiting intrepid reporters to investigate the energy needs of the United States and beyond. While working as science journalists, students learn about energy sources, discover how people use energy, and find out what impact this has on the environment. They work in teams to research the facts and figures, carry out investigations and interviews, and update their reports as new information comes in. The module ends with students using their knowledge and expertise to write an exclusive article for the Sparks Energy, Inc. website. 4-ESS3-1 Obtain and combine information to explain that energy and fuels are derived from natural resources and their uses affect the environment. 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.* 3–5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3–5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Grade 5 Standards	**Matter Mysteries Hotline** Got a science mystery you need to solve? Then call the Matter Mysteries Hotline—a one-stop service for people in need of specialist scientific help. As trainee recruits, students use their science skills to answer a series of matter-related queries. They test mystery materials to help a private investigator, choose the best materials to make an explorer's kit bag, investigate chemical reactions when a Fire and Rescue team find an unidentified substance in a school, and help a Hollywood special effects department create the perfect clay. Let's find out why matter matters! 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. 5-PS1-3 Make observations and measurements to identify materials based on their properties. 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances. 3–5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Yellowstone Uncovered

Yellowstone is one of the United States' largest and wildest national parks—and you're about to see a side of it that isn't on the tourist trail! Students become park rangers to investigate how matter and energy move through systems. They observe predators hunting prey, discover the organisms that recycle the dead, and learn how plants create their own food. As students explore the relationships between the plants and animals that live in Yellowstone, they discover how even small changes to an environment can have big impacts.

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Assessment

Students' mastery of key science standards will be assessed through a combination of formative and summative assessments that are standards-aligned. For the integrated ELA-Science content, Fishtank curriculum assessments are utilized. During dedicated Science instruction, Twig curriculum-embedded assessments are used.

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 California Science Test ("CAST") practice assessments for 5th grade.

History and Social Studies

History and social studies at Achieve Academy is primarily designed to develop students' curiosity and awareness about the world around them, both past and present while developing student mastery of key grade-level content standards. Within the English Language Arts classes, social studies is integrated through Fishtank curricular units that

promote literacy skills and historical understanding simultaneously. In doing so, Achieve 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

Achieve Academy recognizes the intrinsic connection between social studies, history, and English language arts. In an effort to foster interdisciplinary learning and critical thinking skills, Achieve Academy implements the Fishtank curriculum, which 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 Fishtank curriculum at Achieve Academy is designed to engage students in historical inquiry through the analysis of primary and secondary sources. Social studies units focus 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 or Civil Rights Movement.

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 Fishtank curriculum prompts students to defend their claim by supporting it with strong evidence from the readings. The Fishtank 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 structured class discussions and Socratic seminars to discuss and debate historical questions. These discussions encourage critical thinking, active listening, as well as practicing respectful discourse among students.

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.

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 & Performing Arts

The arts place significant emphasis on creativity and require students to engage in higher order thinking skills involving creative practices. Frequent exposure to and consistent engagement with visual & performing arts cultivates and strengthens creative practices inherent in arts education, including flexible thinking, creative problem solving, inquisitiveness, perseverance, problem identification, research, interpretation, communication, precision, and accuracy.[33] These creative practices provide opportunities for students to learn within another discipline and transfer knowledge, skills, and habits to other contexts and settings.[34]

At Achieve Academy, we believe in educating the whole child and that the arts serve as a powerful vehicle for creative expression and artistic literacy. Our visual & performing arts program and approach at Achieve Academy provide students with the opportunity to explore their unique talents, foster creativity and self-expression, and develop artistic literacy.

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[33] California Arts Education Framework for Public Schools, 2021, https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf, 8.
[34] Ibid.

Goals

Our visual & performing arts program at Achieve Academy promotes the development of artistic skills and knowledge aligned to California visual & performing arts grade-level standards and the California Arts Education Framework.

As defined by the California Arts Education Framework, "Artistic literacy is the ability to understand, create, perform/present/produce, respond, and connect through the arts, and transfer knowledge and skills learned from authentic experiences in the arts that transcend historical, cultural, and societal contexts."[35] By engaging in and being exposed to a diverse array of artistic disciplines, from visual arts to dance and theater, students gain confidence, collaborate with peers, and enhance their academic experience, ensuring they grow into well-rounded student leaders.

Curriculum

Visual & performing arts at Achieve Academy is both a dedicated program and a vital part of our academic program. Once a week, students engage in a visual & performing arts class taught by a specialized arts teacher with an internally developed curriculum aligned to the California visual & performing arts grade-level standards and the California Arts Education Framework.

Instructional Strategies and Materials

Achieve Academy's visual & performing arts program involves two instructional models. The first model offers a traditional structure for enrichment electives in elementary schools. In this model, students receive visual & performing arts instruction during the school day as a Specials class. Each grade-level class participates in a visual & performing arts class during their weekly designated Specials time with a specialized arts teacher, while the general education teacher has designated preparation/planning time.

The second part of our visual & performing arts model involves our community partners and supplementary enrichment program. Students have the opportunity to engage in performing arts-based clubs as part of our supplementary enrichment program and/or as part of our After School Program ("ASP") provider's enrichment curriculum. These performing arts-based opportunities include dance, choir, and music.

Assessment

[35] California Arts Education Framework for Public Schools, 2021, https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter1.pdf, 1.

Assessments in visual & performing arts provide an opportunity for students to demonstrate their creativity and arts-aligned skills and knowledge in multiple ways, including artwork, performances, presentations, and showcases. These modes of assessment take into account students' artistic literacy, effort, and growth over time.

We assess the effectiveness of our visual & performing arts approach and program through the following measures:

- Community partner-developed student and staff surveys; and
- EFC-developed student and staff surveys.

Physical Education/Health and Wellness

Goals

Achieve Academy's physical education program uses standards-based instruction to support student mastery of grade level physical education standards. Achieve Academy's health, wellness, and life skills program form the components of a Coordinated School Health Program as outlined by the Centers for Disease Control and Prevention. 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 wellbeing 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.

Curriculum:

Achieve Academy's physical education program uses standards-based instruction to support student mastery of grade level physical education standards. Physical education ("PE") curriculum in the elementary program is developed by Achieve Academy teachers and backwards planned from state grade level physical education standards. Achieve Academy's PE program is designed to build students' skills and positive sportsmanship through both cooperative and competitive games. We provide daily opportunities for students to practice the important components of health-related fitness: aerobic

capacity, muscular coordination, strength, endurance and flexibility. Achieve provides regular PE classes daily.

In the spirit of becoming a full-service community school, we provide dental and counseling services to our students. The Family Resource Center, operated by East Bay Agency for Children ("EBAC"), provides wellness case management. Second Step Violence Prevention programs support the development of empathy and conflict resolution skills. All teachers supplement these programs with a wide array of their own life skills and wellness resources. Fifth graders participate in puberty classes through Superstar Health Education.

Instructional Strategies:

Achieve Academy teachers provide students with standards-based instruction in physical education, health, and nutrition. Instruction in these areas meets minimum requirements for state-mandated instructional minutes.

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

- Stretching
- Aerobic activity
- Explicit instruction of skills outlined in CA grade-level content standards, with opportunities to practice and apply these skills in authentic ways (e.g., during a soccer unit, basketball unit, etc.)
- Explicit instruction of vocabulary (e.g., "dribbling," "foul," etc.) with opportunities to practice and apply these words in authentic ways

- ❖ Incorporation of explicit strategies to build students' collaboration skills and sportsmanship
- ❖ Explicit focus on developing a healthier body and positive body awareness (e.g., through goal-setting, readings on health/nutrition, etc.)
- ❖ Developing skills and strategies to both recognize the signs and reduce the effects of stress on the physical body

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

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

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Additionally, many teachers use cooperative learning games to facilitate collaborative skills and positive sportsmanship. Students will engage in cooperative play that requires problem solving, decision-making, and game strategies. Students will be given opportunities to develop leadership skills while risk-taking within the safe environment of team activities. In addition, character education traits such as following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline will be reinforced. The topic of bullying will also be addressed during PE class through the establishment of a positive school culture, developing a sense of personal responsibility for school climate, norms against bullying, and respect for diversity.

Assessment

Achieve Academy students will be assessed by the FitnessGram and/or President's Physical Fitness test in 5th grade.

Social-Emotional Learning

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

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

Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard.[36]

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.

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.[37] 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

36 Mueller & Dweck, 1998

[37] Briceño, E. "Mindsets and Student Agency," *UnBoxed*, 2013. http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors

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.[38] Both integrated learning and the increased rigor that occurs with the State Standards aid in this goal. Finally, the explicit teaching of 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 who are struggling.

[38] Briceño, 2013

Goals

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

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

Curriculum

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

The goals of the Second Step curriculum are to build students' social-emotional skills to improve their academic success, behavior, and overall well-being, teaching them to understand and manage emotions, develop empathy, build positive relationships, solve problems, and make responsible decisions, ultimately reducing risky behaviors like aggression and impulsivity. Key

elements include:

- Emotional Regulation: Teach students to identify and manage their own emotions and reactions.
- Social Competence: Increase positive social behaviors, cooperation, and communication.
- Empathy & Compassion: Help children understand and care about others' feelings.
- Problem Solving: Develop skills to set positive goals and navigate challenges effectively.
- Risk Reduction: Decrease impulsive, aggressive, and high risk behaviors by building protective factors.

In addition to explicit instruction of the Second Step skills, Achieve embeds authentic opportunities to practice these SEL skills throughout the day.

Please see the full scope and sequence of the Second Step curriculum here.

Instructional Strategies and Materials

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

TK Program

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

Assessment

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

Expanded Learning Opportunity Program

At Achieve 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."[39]

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

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. Achieve 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. Achieve Academy acts as a hub for essential services and ensures there are systems in place to identify and provide services to 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. Achieve Academy 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 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 COST meetings, 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 achievement[40], and for teacher retention.[41] There is a perception, however,

[40] Henderson and Mapp, A New Wave of Evidence
[41] Futernick/West Ed Study

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.

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 FLLI. 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 training is also offered and focuses 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, Achieve 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, Achieve Academy works to ensure that parents can access the content students are learning and monitor student progress. Many of the programs used provide important information to parents about how their child is progressing.
- **Family Volunteer Opportunities -** Led by our Family Resource Center, Achieve 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 Achieve Academy English Learner Advisory Committee is another 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 -** The Family Leadership Council, which consists of two representatives from each classroom, is a vital voice in every important decision made at Achieve Academy, in areas such as budgeting, student programs, and curriculum. Representatives from the Achieve Academy Family Leadership Council

are members of the Education for Change Family Leadership Council, which has representation on EFC's Board.

- **School and Family Communications -** Achieve Academy regularly communicates with families using a combination of Parentsquare, Instagram, and paper fliers. Achieve Academy 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 PD approach leads our teachers to:

- Deepen content knowledge and instructional pedagogy aligned to instructional priorities.
- Analyze formative student data to create data-driven action plans that 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 the core curriculum.
- Collaboratively plan lessons and units that maximize the engagement of all students.

Goal/Mission

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

Strategies and Structures

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

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

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

Observation, Feedback and Practice and Real-Time Coaching

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

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

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 lesson objectives, 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 Achieve Academy in building and implementing a strong core program in ELA/ELD, mathematics, and science. 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 IEPs, make ambitious and achievable academic progress each year. Teachers and instructional leaders utilize these data to inform programmatic, structural, and intervention decisions. Student work analysis and curriculum embedded assessments drive the intellectual preparation cycle, while analysis of interim assessments drive teacher and school-wide action planning that work to adjust interventions, teacher development, and classroom differentiation to ensure the needs of all students are met.

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

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; 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 Achieve Academy. It has two primary foci:

1. Provide quality services to students with IEPs - services that facilitate access to and success with the General Education program, accelerates growth towards personalized goals, and meets all the requirements of the law.
2. Build capacity of school site leaders to develop, manage, and implement a powerful and comprehensive 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 Achieve 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, Achieve Academy continues to implement the MTSS model that was developed.

MTSS establishes criteria for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tier 2 and 3 targeting students who require additional services to succeed as seen in **Figure 13**.

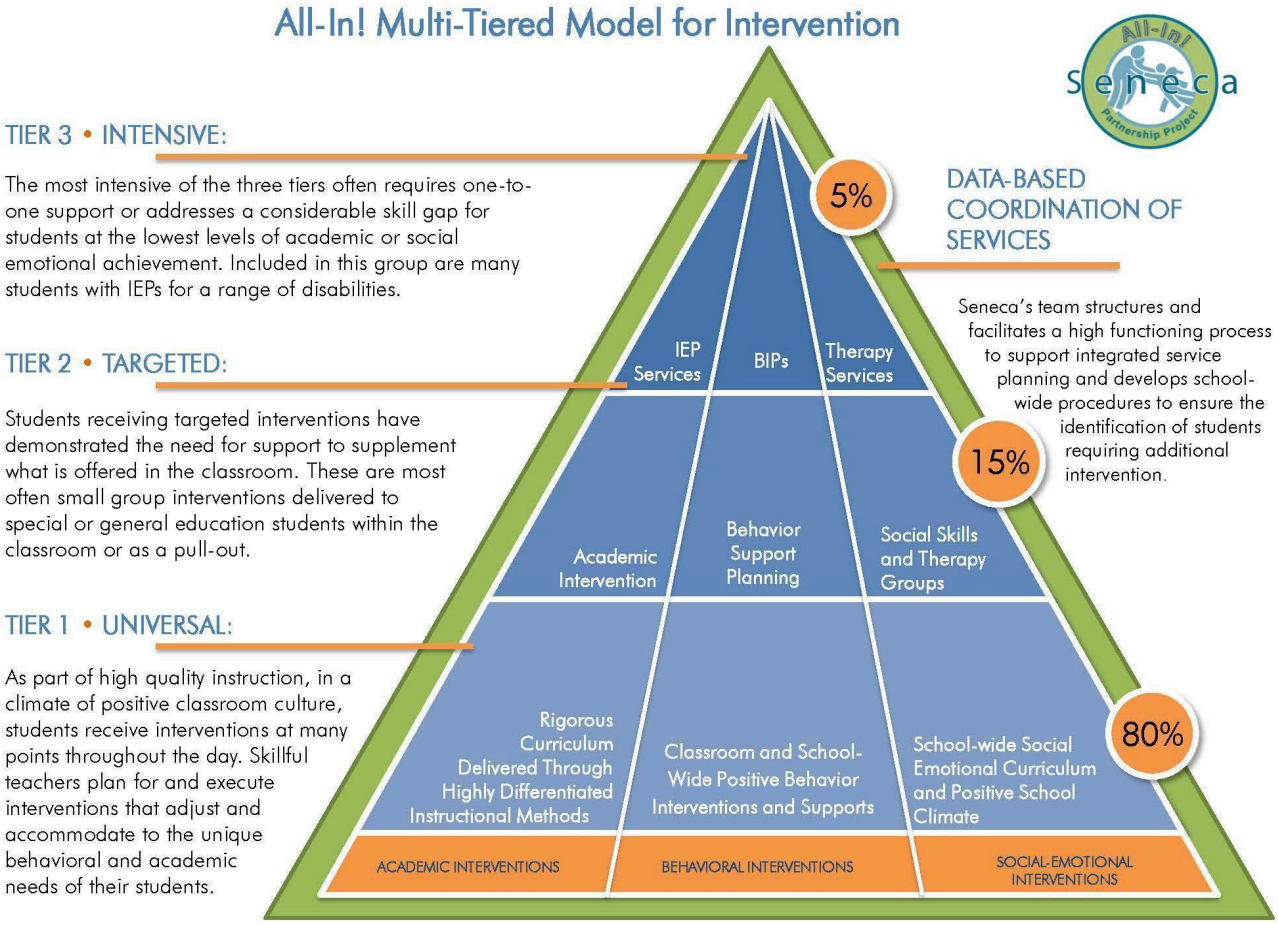


Figure 18: Seneca All-In! Multi-Tiered Model for Intervention

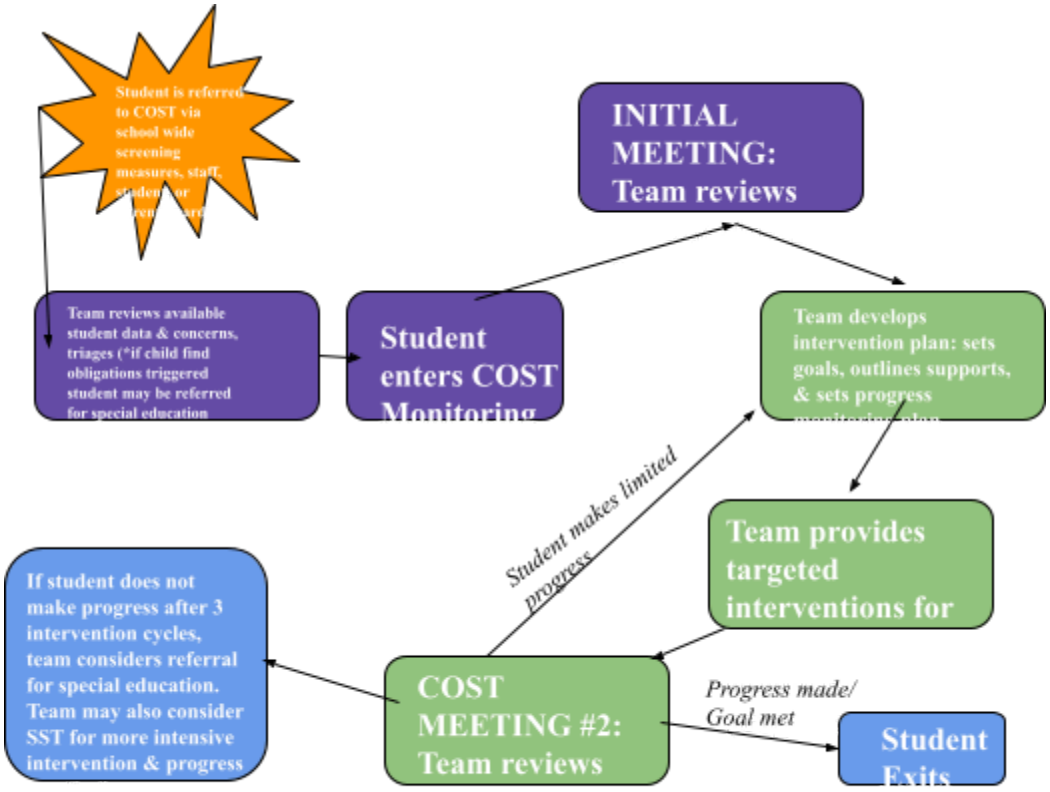
The integrated, data-driven approach of MTSS has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation, coordination, and provision of the different levels of service. Over the first five 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. Through the Alameda County Behavioral Health process, Achieve now partners with EBAC to provide behavioral health systems for our youth; however, Seneca leadership continues to sit on the EFC Department of Student Support Services leadership team.

Coordination of Services Team

Achieve Academy facilitates a COST process that oversees the implementation of the MTSS, as seen in **Figure 19**. 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 19 Achieve Academy'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 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 MTTS 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 Achieve Academy teachers to implement research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data. Use of data to personalize instruction is a focus at Achieve Academy. Teachers leverage the multiple access points and diverse instructional strategies inherent in inquiry-based learning to facilitate student engagement and investment, leverage heterogeneous grouping to facilitate scaffolding and peer support, technology for modification, adaptation and text access, and targeted project-aligned mini-lessons to provide strategic direct instruction.

Achieve Academy has built in a daily differentiated reading block across 3rd to 5th 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 i-Ready. 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., i-Ready.

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 based on i-Ready groupings and mini lessons., or content driven groups for 3-5th 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"). Achieve Academy uses a tiered assessment process:

> **Tier 1 Universal Screening.** All students are screened in TK–2nd 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. Achieve Academy'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 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.

Achieve Academy utilizes School-Wide Positive Behavioral Interventions and Supports ("SWPBIS"), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.[42] 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

[42] Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

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

Achieve Academy uses the DBI process described in the *Tier Three, Academic* section above for students who need more intensive behavioral intervention. Intensive behavioral intervention supports may include Functional Behavioral Analysis ("FBA"), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student, and strategies for ensuring that desirable behaviors are reinforced, and problem behaviors are not. The process culminates in the development of an

individualized behavior plan that is carried out and closely monitored by the team. This plan outlines support staff, de-escalation techniques, incentives, consequences, and communication protocols. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum. Achieve Academy 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, Achieve Academy collects data annually through the School Climate Assessment Instrument. The Achieve Academy leadership team develops and coordinates action steps toward improving identified areas for growth highlighted by SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Research supports that children growing up in communities with higher levels of stress and high poverty are more likely to experience a level of stress that limits their abilities to excel academically. Research also supports that adolescents' developmental struggles can become barriers for academic success. Therefore, Achieve Academy has identified Tier 1 social emotional learning as an area of need.

Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. Achieve Academy currently utilizes Wayfinder, described under the section on Social-Emotional Learning above, to provide Tier 1 services. Throughout the year, the Achieve Academy 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

Achieve Academy uses the DBI process (described in the *Tier Three, Academic* section above) for students in need of more intensive social-emotional interventions. These services include individual and family therapy, provided by licensed clinical professionals. Achieve Academy 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 provides a variety of clinical services. 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 support, the clinicians will work with Alameda County Behavioral Health Services to access wraparound support for families.

<u>Assessment</u>

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 is determined on an 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 pose 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 encompass the critical components of school climate identified in current research.[43]

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

[43] Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

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 training is aimed at supporting teachers' capacity to meet the needs of struggling students and students with disabilities within the classroom/school setting. A customized professional development structure is set each school year, with additional content adjustments made throughout the year to respond to the emerging needs of teachers. At Achieve Academy, student support staff participate in select trainings provided by the Student Support Services team as appropriate.

Caregiver Involvement

In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes.[44] 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 training and workshops for parents to address such topics as child development, positive parenting, and behavior management.

Support for Students with Disabilities

[44] 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

Overview

Achieve Academy assures that a Free Appropriate Public Education ("FAPE") shall be provided to all enrolled students. Achieve Academy complies with all applicable state and federal Laws in serving children with disabilities, including, but not limited to, Section 504, 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. Achieve Academy is its own local education agency ("LEA") for purposes of special education, in conformity with Education Code Section 47641(a). Achieve Academy is a member in good standing of the EDCOE SELPA. See **Appendix 5 – Letter from SELPA** for verification of standing.

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

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

As discussed above, Education for Change Public Schools has a strategic partnership with Seneca and Alameda County Behavioral Health Services. We are also a Full-Service Community School, providing a range of programming and services to the whole family. 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 intervention 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 Achieve Academy are proud of their Special Education program. We have been recognized for implementing quality special education programming and integrating resources from special education, mental health, and general education to ensure special education students receive the services and support they need to be successful. Our belief is that the great majority of special education students can be served effectively in a general education setting with targeted support.

Achieve Academy has leveraged County mental health and SELPA low incidence resources to effectively serve students with low incidence disabilities. Achieve Academy has committed to training special education paraprofessionals in the Tier 1 and 2 interventions programming in addition to disability-specific training. One example is a

young man we have renamed Joseph Starr who entered an EFC school as a fourth grader scoring far below grade level standards 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 Achieve 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 i-Ready and interim assessments. Additionally, teachers can at any time identify through the COST process students who are struggling to make gains in class. The Charter 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-promise 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 Achieve Academy 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 20: Sample Instructional Strategies Aligned to Performance

ELA	Math
Diagnostic Data • i-Ready English	**Diagnostic Data** • i-Ready Math
Level 1: At or Above Grade Level • Blended Learning: i-Ready MyPath • 1:1 check-ins with teachers on self-directed learning	**Level 1: At or Above Grade Level** • Blended Learning: i-Ready MyPath • 1:1 check-ins with teachers on self-directed learning
Level 2: One to Two GLs Behind • Blended Learning: i-Ready EnglishIR • Small group check-ins with teachers to goal-set and progress monitor • SIPPs small group reading • Fluency groups	**Level 2: One to Two GLs Behind** • Blended Learning: i-Ready MyPath • 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: i-Ready English • Small group instruction with MTSS teachers using Sonday curriculum to address foundational literacy skills.	**Level 3: Far Below (MTSS teachers)** • Blended Learning: i-Ready English • Small group instruction with MTSS teachers to address/ cultivate foundational numeracy skills.

• Teaching Academic Literacy Strategies • 1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits	• Do the Math! and Sonday curriculum • 1:1 check-ins w/ interventionists to goal-set, progress monitor, & teach study habits

Support for Students Who Are High-Achieving

Achieve Academy believes that all children possess gifts and talents that are unique and precious. The high-achieving students at Achieve Academy will benefit from all the same programmatic structures that low-achieving students will. Achieve Academy'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. Achieve Academy 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 Achieve Academy 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. Achieve Academy'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 A^2 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. Achieve Academy is committed to effectively serving children who are ELs through a comprehensive approach to language instruction.

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

Our Commitment to Language Diversity

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

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

Introduction and Vision

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

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

Achieve Academy's approach to supporting English Learners is based on the understanding that children who have recently immigrated to the United States, arriving with limited proficiency of English, are emergent bilingual citizens and have a large array of abilities, knowledge, and experiences - linguistic, cognitive, artistic, social - in many other spheres. Achieve Academy's instructional model recognizes the importance of focusing on emergent bilinguals' social, emotional, and academic development beyond that of just learning English, leveraging the many gifts they bring to their classrooms. Building on the students' existing strengths, Achieve Academy's approach focuses on preparing English Learners to succeed in secondary school, college, and careers in the United States, and on the development of the complex language practices required in both.

Achieve Academy will meet all state and federal requirements for English Learners as pertains to annual notification to parents, student identification, placement, program options, 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 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 K–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—K–K, 1, 2, 3–5, 6–8, 9–10, and 11–12 (with the IA combining 9-12). In grades K–2, all domains are administered individually. In grades 3–12, the test is administered in groups, exclusive of Speaking, which is administered individually. The ELPAC IA and SA will be

administered via a computer-based platform, while the ELPAC Writing Domain for K 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 Charter 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 21** based on the Initial ELPAC. Should the State adjust its recommendations for initial classification of EL and IFEP, Achieve Academy will adopt the state recommendations, and this change will not be considered a material change of the charter.

Figure 21: 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

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

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

Parents and guardians of ELs and IFEP students are informed of the above information via Achieve Academy's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Achieve Academy translates materials 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 22**. Pending State Board of Education approval, this will ultimately include use of the Observation Protocol for Teachers of English Learners ("OPTEL") 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.

Achieve Academy recognizes that English Learners might also have additional challenges learning to read. Therefore, Achieve 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 22: 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, i-Ready Reading, Amira)

Aligned to California Guidelines for Reclassification, available at: https://https://www.cde.ca.gov/sp/ml/reclassification.asp

Strategies for Supporting English Learners

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

1. Integrated English Language Development

Achieve Academy teachers and staff have received training on integrated ELD through BeGLAD. 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

Achieve Academy provides small group literacy and language instruction for all levels of EL students. Achieve Academy 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 Achieve Academy 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

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

Instructional Model

Achieve Academy utilizes an Integrated ELD model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in academic subjects. These methods and strategies, drawn from such resources as 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 Achieve Academy's instructional design for English Learners:

1. Leveraging Heterogeneity & Collaboration
2. Experiential Learning

3. Language and Content Integration

Leveraging Heterogeneity & Collaboration

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

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

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 Achieve Academy include, but are not limited to, the following:

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

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

- Merrill Swain's work[45] highlights the importance of meaningful output. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. At Achieve Academy, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- Researcher Jim Cummins[46] underscores the importance of embedding academic language in context, making academically demanding content easier for ELs to understand. At Achieve Academy, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELs context for their academic learning.
- Stephen Krashe[47] 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. E Ls are especially prone to having a high affective filter. At Achieve Academy, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELs can experience a lower affective filter, making the learning more accessible to them. The high motivation that results from engaging in relevant learning also reduces this filter for ELs.
- Krashen also hypothesized that English learning requires comprehensible input - meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula i + 1, with the "i" representing the input and "+1" representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within Achieve Academy's program are ample opportunities for students to receive comprehensible input. English Learners are strategically grouped with peers who can provide this i + 1 input.

Language and Content Integration

[45] Swain, M. (1985), "Communicative competence: Some roles of comprehensible input and comprehensible output in its development".
[46] Cummins, J. (1984), "Bilingualism and special education: Issues in assessment pedagogy"
[47] Internationals Network for Public Schools (2012), "Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms".

The practice of integrating language and content is connected to experiential learning and collaboration. Providing ELs with rich experiences and tangible, hands-on ways to access materials builds their knowledge of a content area and provides a need to develop the language to explain the 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.[48]

CCSS and NGSS

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

Common Core English Language Arts

Specific strategies will be used to support ELs as they tackle the CCSS in ELA and the English Language Development Standards. Teachers will provide instruction in units of study to assist students in building vocabulary 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

[48] p.80, Chapter 2, California Draft ELA/ELD Framework.

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 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. 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

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

Designated ELD

EFC's Designated ELD program recognizes that academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic

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

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

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

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

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

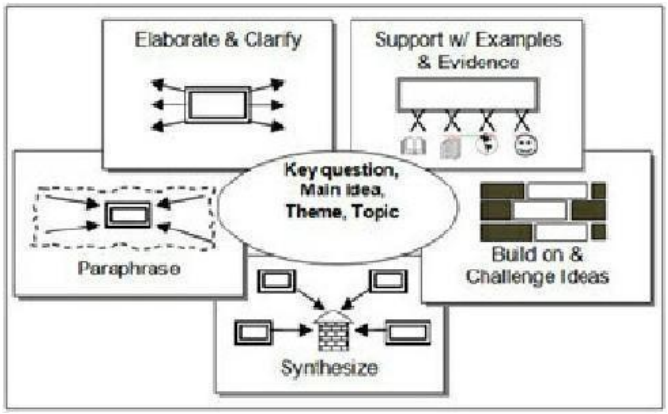
3. Proficiency includes language fluency. Achieve Academy will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas and emphasizes receptive and expressive related to academic tasks.

Instructional Strategies

EFC's Designated ELD instructional strategies include:

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

Figure 23: 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.

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

Achieve 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

Achieve Academy will use the ELA CAASPP/CAA/i-Ready 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

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

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

Newcomers

Students new to the country and/or English language have unique and personal needs. In recent years, Achieve Academy has received an increasing number of students who identify as a "newcomer."[49]

Our education program is designed to integrate the ELD standards into our instructional framework and meet our legal obligations to English learners and newcomers. Aligned with the California Department of Education's ELA/ELD Framework, Achieve Academy provides both integrated and designated ELD to newcomers.

Newcomers across all grade levels are supported in classrooms by general education teachers who are trained, and are receiving continual professional development, on oral and written language development for English learners. Integrated ELD is "provided to ELs throughout the school day and across all subjects by all teachers of ELs"[50] as our teachers intellectually prepare lesson plans to include both an academic and a language objective – an approach aligned with the *Specially Designed Academic Instruction in English ("SDAIE")* model. The SDAIE model involves "the teaching of grade-level subject matter in English specifically designed for speakers of other languages…including

49 Throughout this petition, we use the term "newcomer" specifically for students who meet the following criteria: (1) born outside of the United States; (2) first enrolled in U.S. schools on or after April 15 of the prior year; and (3) classified as an English Learner (EL) based on the initial ELPAC.

50 "Using the CA ELD Standards." ELA/ELD Framework, Sonoma County Office of Education, www.scoe.org/pub/htdocs/el-framework.html.

planning, classroom management, lesson delivery, and assessment."[51]

In grades TK through two, newcomers receive targeted literacy instruction and designated ELD from literacy tutors and general education teachers during Literacy Rotations. In grades three through five, newcomers receive designated ELD support from literacy tutors and support staff during the intervention portion of their blocks. Newcomers are identified early on based on ELPAC level and assessment screeners, and are then assigned to a designated ELD small group.

To support the social transition and provide cultural support, newcomers are also clustered together across classrooms with other peers who speak the same language as they do and with general education teachers who have demonstrated success in supporting English learners at early English language proficiency levels. Research on students new to the country identifies a few important elements for newcomer success. Achieve Academy addresses each of those elements below.

Systematic Support of Students

All students identified as newcomers are assessed for language and content knowledge upon enrollment at Achieve Academy. Based on initial ELPAC scores and assessment screeners, students are given a personalized learning plan that may 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, Achieve Academy's approach to serving newcomers includes grouping newcomers heterogeneously with other students at varying levels of language acquisition during core content instruction. Newcomers are supported by general education teachers, literacy tutors, and other support staff through the use of integrated ELD strategies. Students also learn and practice English through formal and informal interactions with peers at different levels of English language proficiency.

Comprehensive, Personalized Language Approach

Newcomers receive both integrated and designated ELD during the school day during core instruction and intervention blocks from general education teachers and trained staff members such as literacy tutors and interventionists. Newcomers also engage in a blended learning program specifically for students identified as newcomers as part of our

51 Genzuk, Michael. "Specifically Designed Academic Instruction in English for Language Minority Students." Center for Multilingual, Multicultural Research-Occasional Paper Series (2011): University of Southern California: Rossier School of Education.

blended learning program offerings.

Culture of Language as an Asset

Creating a welcoming environment is essential for newcomers and their sense of belonging in schools.[52] At Achieve Academy, we cultivate a culture in which newcomers, their families, and their language(s) are valued, respected, and seen as assets. We do this by fostering community connections among newcomers during designated ELD, forming affinity groups and clusters between newcomers and other students who speak the same language within grade-level classrooms; encouraging, inviting, and celebrating newcomers when they engage in academic discourse and informal social dialogue; and highlighting and celebrating their successes, growth, and achievements with their families.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to Achieve Academy's Local Control and Accountability Plan ("LCAP"), attached as **Appendix 1- 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 State Priorities identified in Education Code Section 52060(d).

The current LCAP is on file with the District and is also available in Appendix 1. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also 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 as part of a nonconsent item at a regularly scheduled Board meeting.

52 Massachusetts Department of Elementary and Secondary Education, ESL Best Practices Quick Reference Guide: Newcomers, n.d, 3.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

Element 2 (Measurable Pupil Outcomes) and Element 3 (Method of Measuring Pupil Outcomes)

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

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

Increases in Student Academic Achievement, Overall and by Subgroup

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

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

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as **Appendix 1 - LCAP.** and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

Achieve Academy is not adopting the District's Collective Measurable Pupil Outcomes ("MPOs"). Achieve Academy's adopted MPOs are presented in **Figure 24**.

Figure 24: Academic MPOs

Category	Measure	Target
Student Proficiency in ELA	Distance from Standard 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 50% (high) or increase by at least 1.5 points annually as reported by the Dashboard.
Early Literacy	Amira Learning Assessment	Percent of K–2 students meeting or exceeding Amira grade-level benchmark status will either be at or above 60 percent or increase by at least five percentage points annually.

Figure 25: 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%

Application of Education Code section 47607.3

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

- Depending on circumstances specified in section 47607.3, either the county

superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

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

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 fifth-grade level State Standards in ELA.
- Students will apply literacy skills, particularly those for non-fiction and expository texts, to all disciplines, including math, science, and social science.
- Students will develop a better understanding of themselves from the literature they read.
- Students will be prepared to succeed in 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 fifth-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 the fifth-grade-level State Standards in 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 fifth-grade-level State Standards in science.
- All students will develop 21st-century skills aligned with the Frameworks for 21st-century Learning, preparing 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 fifth-grade level ISTE standards:
    - Creativity and Innovation
    - Communication and Collaboration
    - Research and Information Fluency
    - Critical Thinking, Problem-Solving, and Decision Making
    - Digital Citizenship
    - Technology Operations and Concepts
- 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 fifth-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 the fifth-grade level Physical Education State Standards.
- Students will demonstrate an understanding of how nutrition and exercise affect 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, Achieve 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.

Methods to Assess Pupil Progress Towards Meeting Outcomes

Summary

Achieve Academy 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 SBAC, CAST, California Alternate Assessments ("CAAs"), the Physical Fitness Test ("PFT") and the ELPAC. The Charter School will follow applicable federal assessment and accountability requirements of the Every Student Succeeds Act.

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

Theory of Action on Assessments

EFC will support teachers at Achieve Academy in providing instruction that develops student mastery of grade-level content standards. EFC and Achieve Academy 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 26** below includes multiple assessments to be used at Achieve Academy and supported by EFC. This formal assessment system is designed to ensure that all students make adequate and consistent progress toward measurable pupil outcomes and that teachers at Achieve Academy, 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 26: Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
ELA	K-5	Curriculum Embedded Assessments (Fishtank Learning)	5 - 10x
	K-2	Amira Reading Screener and Progress Monitoring	3x
	3-5	i-Ready Reading Diagnostic	3x
	3-5	CAASPP Summative Assessment	1x
	3-5	EFC Interim Assessments	2 - 3x
	K-5	Blended Learning usage and progress data (e.g., Amira, i-Ready)	Ongoing
Math	K-5	Curriculum Embedded Assessments (Eureka)	8 - 10x
	K-5	i-Ready Math Diagnostic	3x
	3-5	CAASPP Summative Assessment	1x
	3-5	EFC Interim Assessments	2 - 3x
	K-5	Blended Learning usage and progress data (e.g., i-Ready)	Ongoing
ELD	K-5	ELPAC	1 - 2x
Science	5	California Science Test	1x
Physical Fitness	5	Physical Fitness Test	1x
Multiple	TK-5	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 single 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 those mandated by the CAASPP. EFC and Achieve Academy do not commit to using the specific assessment tools listed. Instead, Achieve commits to using assessments that can be given frequently, allow for instant reporting, and drive growth toward mastery of grade-level standards.

State Assessments

Pursuant to Education Code Section 47605(d)(1), Achieve 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, class, grade-level, and subgroup performance. These tests will be among multiple assessment methods used to document and monitor student growth along an achievement continuum.

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

Assessment Modifications and Accommodations

Achieve Academy 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. These assessments include, but are not limited to, CAAs pursuant to their IEP or Section 504 plan.

School-wide Outcomes and Methods of Measurement

In addition to measures of individual student progress toward outcomes, Achieve Academy's long-term goals are to:

- Achieve at least Average Growth (Level 3) on the CA Growth Model in ELA and Math for all students and subgroups; target Accelerated Growth (Level 4) or Exceptional Growth (Level 5), both schoolwide and for all numerically significant student groups
- Make annual progress in English language proficiency
- Demonstrate strong socio-emotional skills

External Reporting

Achieve will maintain sufficient staff and systems to ensure timely reporting necessary to follow the law and to meet all reasonable inquiries from OUSD and other authorized reporting agencies.

Use and Reporting of Data

Students, Teachers, and School

Education for Change leverages Cycles of Inquiry to drive instructional practice at Achieve Academy. Teachers and administrators inquire into their practice and its direct connection to measurable pupil outcomes. These cycles occur every six to eight weeks, aligned with network benchmarks and content-based assessments. Through grade-level teams or 1:1 coaching, teachers examine student performance data to identify trends, allowing them to adjust Tier 1 whole-class instruction and identify focal students who require targeted support to accelerate progress.

Complementing these classroom-level cycles, Achieve Academy utilizes grade-level and school-wide COST meetings. These sessions involve a comprehensive review of benchmark data across ELA, mathematics, writing, science, history/social studies, ELD, and social-emotional learning. During COST meetings, collaborative teams formulate data-driven questions and hypotheses to develop formal instructional response plans. These actions may include identifying re-teaching strategies or assigning specific intervention services. Ongoing teacher coaching on inquiry protocols ensures that Achieve Academy continues to build high-level capacity for conducting effective, data-led 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.

The teacher informs students about their assessment results via report cards at the end of each marking period. Individually and by class, students review their performance data, set goals, examine outcomes, and develop action plans based on the data.

Students and Families

EFC and Achieve Academy aim to ensure every family has regular access to student performance data. EFC will support Achieve Academy in regularly communicating student progress with students and their families. Parent communications include school-wide family meetings and Report Card Conferences held each trimester, where students, families, and educators collaborate on goals and review academic growth."

Formal reporting to families includes Report Cards, Assessment Results Reports, and Student-Parent-Teacher Conferences, as detailed in **Figure 27**. Reports are provided in both English and Spanish and are designed to be easily accessible by families. During conferences, an oral translation of the report card is provided to families who speak a language other than English or Spanish. In addition, parents have access to all internal assessments listed in **Figure 26** upon request and at Student-Parent-Teacher conferences.

In accordance with Title III, Achieve 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 the IDEA, Achieve Academy will comply with all state and federal laws regarding reporting requirements for children with IEPs. Parents of students with IEPs receive reports in accordance with 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 27: 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, ensuring they have access to their children's data (e.g., SBAC, ELPAC). • Provide information sessions to support families in understanding assessment results	Ongoing

Report Card Conferences (Parents, Students, Teachers)	• Develop and revisit goals and strategies for school and home. • Review student work and measure progress toward grade-level standards. • Share performance on state and internal assessments to build student and family agency.	Trimesterly

Achieve Academy, EFC, and Board of Directors

EFC and Achieve Academy will regularly use multiple data streams to review program effectiveness and inform programmatic decisions. EFC will provide Achieve 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 Achieve 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 Achieve's community, staff, and board as part of the annual Site Planning process.

Charged with stewardship of public school funds, the EFC Board will systematically review Achieve Academy's data to monitor trends in student learning outcomes and ensure that sufficient and appropriate financial and human resources are available to properly implement the Achieve Academy's program and remain faithful to the charter. The Board will work in conjunction with Achieve Academy leadership and the community to implement necessary changes in response to identified needs.

Local Control and Accountability Plan

The Charter School shall submit the LCAP to the District and 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 to parents at a regularly scheduled board meeting on or before February 28 of each year. The Charter School will use multiple data sources to assess progress toward the goals outlined for **Element 2** of this charter above, consistent with its annual development and implementation of the LCAP, as discussed above.

School Accountability Report Card

EFC will compile data for Achieve 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 the required school data for the District, families, the Board of Directors, the FLC, and the 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 yielded conflicting findings on the efficacy of retention as an academic acceleration strategy, emerging evidence supports 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 five unless they meet the retention criteria below.
- No student will be retained within Achieve Academy more than once during that student's TK through grade five 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 Charter 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 within the outlined timeline).
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- and 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 that retention would benefit a student who meets these criteria, they must formally request it from 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

District Visitation/Inspection

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

The District may receive data on student achievement through Charter School reports and presentations to the District in accordance with the District'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 District Board of Education, and the State Superintendent of Public Instruction.

Annual Academic Goals Aligned to State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Achieve Academy 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 27 and 28** identified below**,** Appendix 1 - LCAP contains the full Achieve 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 their achievement. 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 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 goal of continuously improving student results. When Achieve Academy meets or exceeds the standard for a particular measure, goals are set to maintain that level of accomplishment. In areas where the Achieve is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and to work toward subgroup parity, in alignment with the State's 5 x 5 grids.

Achieve Academy engages with its school community, including families, the Board of Directors, and other stakeholders, to develop its LCAP. The following goals align with Achieve's mission and the state's eight priority areas. Goals, measurable outcomes, and actions will be revisited and updated annually.

Figure 27: Goal Alignment with Eight State Priorities

	Priority 1: Basic Conditions of Learning	Priority 2: Implementation 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		X		X	X		X	X
Goal 2 - Multi-Tiered Systems of Support	X	X		X	X		X	X
Goal 3 - Community & Culture			X		X	X		
Goal 4 - Operations	X							

Figure 28: 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 English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; 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.	❖ Student proficiency in ELA, as measured by 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

State Priority #4 - Student Achievement 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. State Priority #5 - Student Engagement Pupil engagement, as measured by school attendance and chronic absenteeism rates State Priority #7: Course Access 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. State Priority #8: Other Pupil Outcomes Student outcomes, if available, for the adopted course of study for grades K to 5, as applicable.	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 ❖ The percent of ELs progressing towards English language proficiency will either be at or above 50% (high) or increase by at least 1.5% annually on the English Language Progress Indicator reported on the Dashboard. ❖ Teachers meeting the California credentialing requirements for the subject area and grade level assigned will be 75% or higher, as measured by

	CBEDS and reported on the SARC. ❖ Achieve Academy will meet EFC instructional and curricular requirements, as measured by the EFC Annual Evaluation

Actions

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

- ❖ Identify, develop, and purchase curriculum materials to ensure alignment with 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. 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. Convene a monthly Instructional Leader Professional Learning Community to develop and promote 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 with the School Leadership Team. Adjust actions and resource distribution as needed to ensure optimal growth for all students toward proficiency in the State Standards. Actions and resource distribution 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 considers their socio-emotional, academic, behavioral, and linguistic needs. **This work is aligned with the following State Priorities:** <u>State Priority #1 - Basic Services</u> The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code Section 17002(d)) <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	❖ Student proficiency in ELA, as measured by 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

progress toward English language proficiency as measured by the ELPAC; and the English learner reclassification rate. <u>State Priority #5 - Student Engagement</u> Pupil engagement, as measured by school attendance and chronic absenteeism rates <u>State Priority #7: Course Access</u> The extent to which pupils have access to and are enrolled in a broad course of study; 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 5, as applicable.	➢ 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 ❖ The percent of ELs progressing towards English language proficiency will either be at or above 50% (high) or increase by at least 1.5% annually on the English Language Progress Indicator reported on the CA Schools Dashboard. ❖ 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).

Actions

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

- ❖ Implement and refine an 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 (Zone of Proximal Development)

- ❖ 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 with professional development on integrating ELD practices into 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 that no barriers 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, families, and staff feel welcome at school. Students attend school in a safe, engaging, nurturing environment. All staff and families are empowered and feel included to participate in decisions	❖ 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

regarding curriculum implementation, school culture, and community engagement. **This work is aligned with the following State Priorities:** <u>State Priority #3 - Parental Involvement</u> Parental involvement and family engagement, including efforts to seek parent input in decision-making for schools and how the school will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs. <u>State Priority #5 - Student Engagement</u> Pupil engagement, as measured by school attendance and chronic absenteeism rates <u>State Priority #6. - School Climate</u> 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	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 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 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

Achieve 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 Achieve'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 reduce chronic absence.
- ❖ Provide an after-school program that offers students a safe haven until 6 p.m. daily, with academic support and enrichment opportunities.
- ❖ Leverage a 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 works across the school and supports teachers in Tier 1 behavior intervention strategies.
- ❖ Use morning meeting structures to create a small, supportive venue where students are supported socially, emotionally, and academically.
- ❖ 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 meetings with parents, students, and teachers that engage families as full partners in their child's education.
- ❖ Expand parent communication, including increased Spanish and Mam 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 candidates when hiring new staff.

- ❖ Provide opportunities for families to advise the school through informal, broad-based structures (e.g., annual survey, parent conferences, workshops) and formal parent leadership structures (e.g., Family Leadership Council).
- ❖ Recruit Parent Representatives and provide leadership training to develop their capacity to facilitate the Family Leadership Council, aligned with clear, defined goals.
- ❖ Support the FLC in developing parents' understanding of grade-level standards, strategies for supporting their child, implementing restorative practices, and the Achieve 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 (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119),	❖ At least 70% of teachers return annually. ❖ The Charter 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.

and school facilities are maintained in good repair (Education Code Section 17002(d))	❖ 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

Achieve 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 Achieve'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
- ❖ Annually refine and implement a safety plan before the first day of school.
- ❖ Implement monthly facilities walkthroughs 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 throughout the year, and, in the Spring, the review, revision (as needed), and approval of the following year's plan.

Element 4 (Governance)

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

Operation by or as a Nonprofit Public Benefit Corporation

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

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

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

Indemnification of District

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

any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

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

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

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

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

Charter School Records

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

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

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

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting

families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

EFC Governance Overview

The governance structure of Achieve 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
    - Achieve 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 nonprofit operating the Charter School, is responsible for overseeing the operations of the Charter School. The EFC Board of Directors 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 29** and an Organizational Chart for the Charter School is provided in **Figure 30**. Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

Figure 29: EFC Home Office Organizational Chart

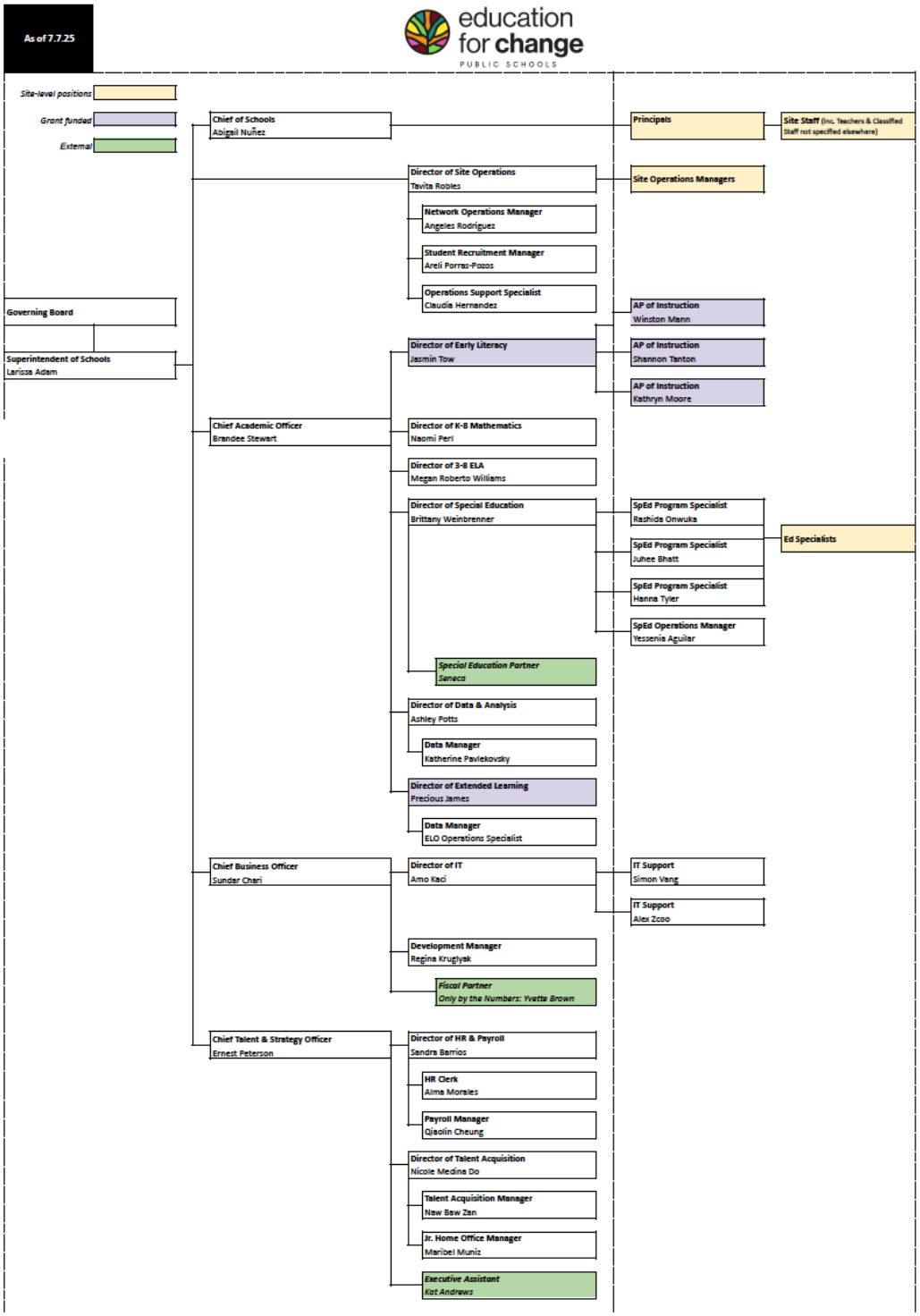
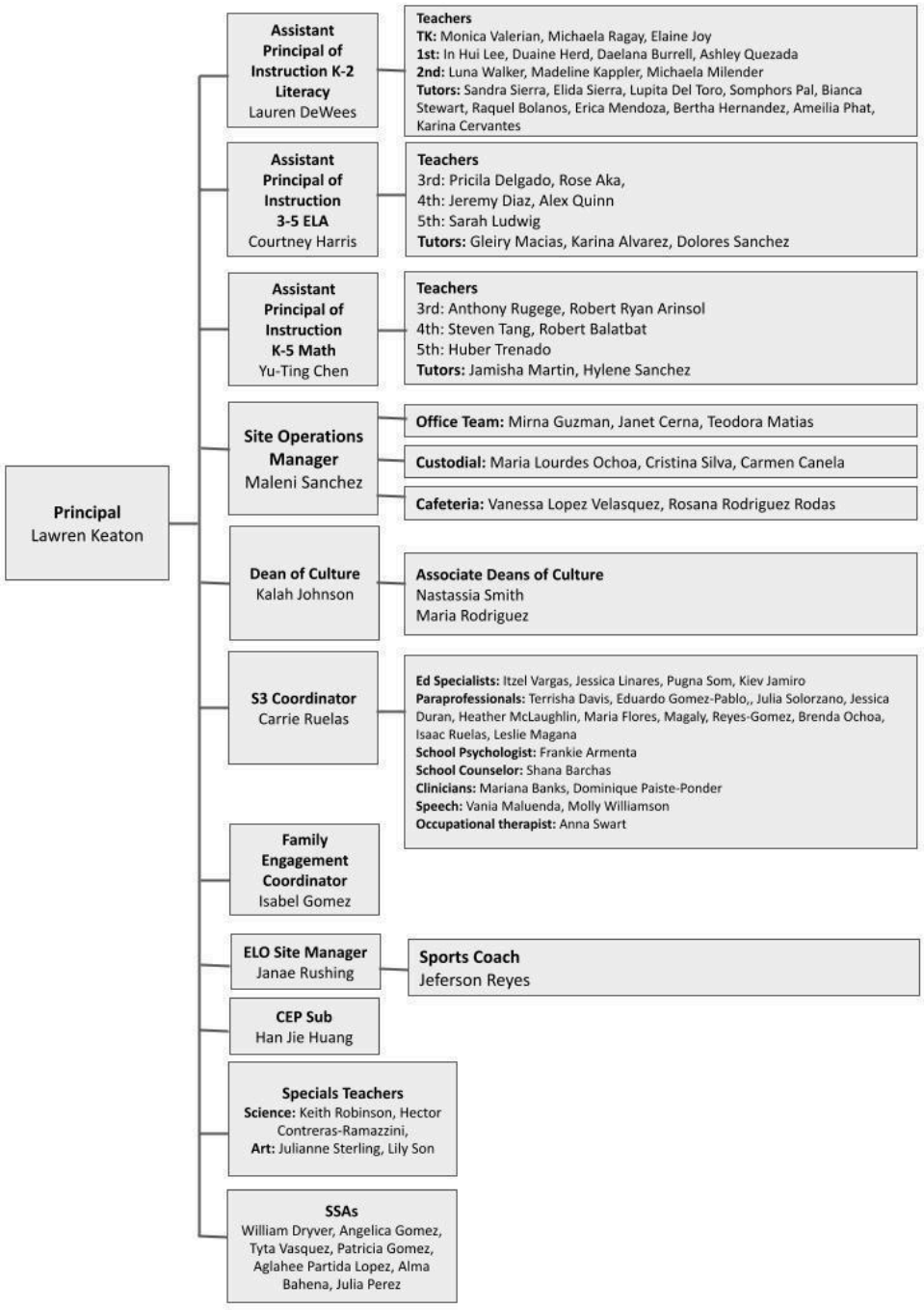


Figure 30: Achieve Academy Organizational Chart



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

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

Non-Profit Public Benefit Corporation

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

Education for Change is a California nonprofit, 501(c)(3) tax-exempt corporation, incorporated in 2005 which operates six charter schools, each separately authorized by the Oakland Unified School District or the Alameda County Board of Education. 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 District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies. EFC ensures compliance with all **Assurances** put forth within this petition, at the onset of the petition and within each individual element.

Please see **Appendix 6 - Corporate Documents** for the EFC Articles of Incorporation, Bylaws, and Conflict of Interest Code.

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

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of its schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit, hiring and evaluation of the Superintendent, termination of employees, and the adoption of board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board of Directors. The Board

of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Delegation of said duties will be in writing, specify the entity designated, describe the specific tasks to be delegated, any conditions on the delegated authority and the timeframe of these duties, and require an affirmative vote of a majority of Board members.

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

EFC has adopted a Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with 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 31**.

Figure 31: Board Members, Positions, and Term Expirations

Member	Position	Term Expiration
Eva Camp	Board Chair, Executive Committee Chair	7/30/2028
Niloy Gangopadhyay	Board VP, Executive Committee	8/9/2026
Damon Grant	Student Outcomes Committee Chair	8/11/2027
Mike Barr	Finance Committee	10/20/2026
Nick Driver	Finance Committee	6/8/2028
Chris Campbell	Finance Committee Chair	4/25/2027
Erika Cisneros	Student Outcomes Committee	10/20/2026
Sonia Urzua	Executive Committee	2/22/2029
Paulina Rodriguez	Parent Board Member	7/30/2026

Sophia Allgood	Parent Board Member, Student Outcomes Committee	7/30/2026
Jason Willis	Finance Committee	10/17/2028
Kathrina Weeks	Board Member	10/17/2028
Mac Edward Paulino	Finance Committee	10/17/2028

Please see **Appendix 12 - Board Member Qualifications**.

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 training on topics to include, at a minimum, open meeting laws, conflict of interest policy, the Brown Act, ethics (AB 2158), essential policies and procedures, legal and financial responsibilities including school finance (AB 640), 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 chartering authority, 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 FLC to ensure ongoing, consistent involvement and training for parent leadership development. Each EFC school site FLC (described below under School Site Leadership) will elect two representatives to the EFC FLC. The EFC FLC participates in the ongoing evaluation of EFC's programs and operations, schools and community concerns and priorities for improvement.

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

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

The Achieve Academy Principal's primary responsibilities are:

- Lead the Charter School in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of Achieve Academy's 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 Family Leadership Councils composed of representative family members from each classroom. The Charter School's school site Family Leadership Council has between 15 and 40 members. 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 family partnership and 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 5 (Employee Qualifications)

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

Equal Employment Opportunity and Nondiscrimination

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

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

Employment of Felons

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

Overview

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

regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

All EFC and Charter School staff commit to:

- Abide by federal, state, and local laws
- Maintain appropriate professional boundaries 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 Charter School must demonstrate an understanding and commitment to EFC's mission, vision, and educational philosophy. The Director of Talent Acquisition and the Chief Talent and Strategy Officer 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 (EFC 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 professional and personal reference checks (EFC Human Resources team),
6. Finalize a selection (Principal & EFC Director of Human Resources),

7. 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.

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

Qualifications and Job Descriptions for Key Positions

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

The following positions are EFC Home Office positions that will support the Charter School in its operations. 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 Charter School's approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as a strong advocate for the Charter 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. They support 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 State Standards and instructional practices aligned to those standards
- Strong data analysis skills
- Experience working with English 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 State 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 nonprofit Education for Change team. EFC teachers meet the requirements for employment as stipulated by Education Code section 47605(l). Teachers are responsible for delivering instruction aligned to the instructional guidelines at Education for Change.

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

The qualifications for the teachers include:

- Bachelor's degree
- The CTC certificate, permit, or other document required for the teacher's certificated assignment.
- CLAD, BCLAD, or English 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

Site Operations 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, 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.

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, EFC 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 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 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(s) are responsible for evaluating all teachers and instructional support staff, and the Site Operations Manager is responsible for evaluating all non-instructional 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 District and other authorized reporting agencies.

Element 6 (Health and Safety)

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

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

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall

specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

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

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

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

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

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

employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

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

Overview

EFC will follow clear procedures to ensure the health and safety of pupils and staff. Toward this end, the EFC Board of Directors has adopted and implemented 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 chartering authority 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 current Safe School 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 Superintendent 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.

Naloxone

The Charter School shall stock and maintain Naloxone nasal spray to administer in the event of an opiate overdose.

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.

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**.

School Meals

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 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.

Athletic Programs

The Charter School complies with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter school, including but not limited to 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.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies

related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Drug, Alcohol, and Smoke-free Environment

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

Suicide Prevention Policy

The Charter School will maintain a policy on student 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 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 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Menstrual Products

The Charter School shall stock the Charter 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 Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 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

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.

Recess

Except where a field trip of 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.

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.

Workplace Violence Prevention Plan

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.

Gun Safety Notice

At the beginning of the first semester annually, 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

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks and testing for individuals and entities providing transportation services for students.

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)-(N):

a) child abuse reporting procedures

b) routine and emergency disaster procedures

c) 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.

d) procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

e) a discrimination and harassment policy consistent with Education Code Section 200

f) provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable

g) procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

h) a safe and orderly environment conducive to learning

i) the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605

j) procedures for conducting tactical responses to criminal incidents

k) procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan

l) 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 Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School

m) procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening medical emergency while on school grounds

n) procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite

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.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Additional Policies

Comprehensive Anti-discrimination and Harassment Policies And Procedures

EFC and the Charter School are 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 Charter 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 Talent and Strategy 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.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School who are mandated reporters, with 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. For the purpose of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian of a Charter School employee.

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

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

Overview

Achieve Academy will continue to serve approximately 590 students in grades TK-5. 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, 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 Student Recruitment Manager 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 conduct outreach to more families across Oakland and increase brand awareness of its schools. Families can reach out to EFC through these channels and receive follow up phone calls.

Collateral Materials/Leave Behinds

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

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, Centro Legal de la Raza, La Clinica, Voces Maya, East Bay Agency for Children, Brighter Beginnings Head Start, and the Josie de la Cruz Recreation Center.

Targeted Outreach to Achieve Balance

Achieve Academy is a neighborhood school that provides a preference or a weight for students residing in the original attendance boundary of the Hawthorne Elementary School. As such, unlike citywide charter schools, the student demographics at Achieve Academy reflects the immediate neighborhood and attendance boundary. To ensure students across the lower Fruitvale have access to Achieve Academy, targeted recruitment is conducted through Achieve Academy's partners, including La Clinica de la Raza (which operates several clinics across the Fruitvale including an onsite clinic at Achieve Academy), Unity Council (which operates preschools across Oakland), East Bay Agency for Children (which provides critical services for families including a 0-5 program), Oakland's African American Museum and Library, and the Alameda Food Bank, which operates an on-site food pantry for the neighborhood. This recruitment ensures neighbors residing around Achieve Academy 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 Achieve 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.

Achieve Academy Open Houses

In the winter and spring 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, OUSD may conduct program review of federal and state compliance issues.

Systems and Supports to Retain Target Student Groups

Achieve Academy is committed to maintaining enrollment of students representing various racial and ethnic backgrounds, language groups, and students with disabilities. Our strategies and processes are designed to reflect and support the diversity of our community, ensuring that every student feels valued and has equal opportunities for educational success.

The Charter School makes it a priority to hire staff directly from the surrounding community. By recruiting a workforce that reflects the demographics of our students and includes EFC parents/caregivers, alumni from local schools, as well as others residing in local Oakland neighborhoods, we ensure that our team is culturally responsive and representative of the community we serve. This has proven effective in building trust with families, as students and their families see themselves mirrored in the staff and recognize the value of the relationships formed.

In addition, Achieve Academy prioritizes using inclusive and welcoming language, programming, and materials that reflect and respect the diverse identities of our students and families. We have intentionally adopted curricula that reflect the diversity of our community. For example, our Fishtank curriculum deeply engages students in understanding their own history and culture as well as the experiences of other groups, and immerses students in such topics as civil rights, labor rights, and LGBTQ+ history.

Finally, Achieve Academy, along with other Education for Change schools, explicitly prioritizes Student Belonging through our EFC-wide strategic initiatives. The school conducts student focus groups and surveys to identify practices that are contributing to a sense of belonging as well as those that must be shifted in order to ensure a deep sense of connectedness for all students, and in particular those that belong to student groups who have traditionally been underrepresented and/or "othered" in our society. Our Culture Leadership Team actively monitors this data and implements programming to address student needs.

We pay special attention to the following target groups, in order to ensure that our school environment is welcoming and that our programming meets their needs:

Black/African American Families

We consistently engage in efforts to improve disproportionality in attendance, include direct communication with families, understanding their challenges, and providing solutions such as transportation assistance, flexible scheduling for family meetings, and more accessible communication with teachers and staff.

To ensure that Black/African American students see themselves reflected in our curriculum and to build cross-cultural understanding between different student groups, all students engage in learning about Black/African American history and culture during Fishtank units of study as well as advisory lessons, and we support our educators with professional learning related to these topics.

Achieve Academy students, staff, and families also actively participate in Black excellence events city-wide, such as the Black Joy Parade, and we facilitate our own celebrations of Black/African American history and culture, like the schoolwide celebration during the Black History Month. Additional enrichment programs at the school are informed by student focus groups and surveys, which are disaggregated by race/ethnicity, and Achieve Academy has responded to the input from Black/African American students by adding more youth sports programming like flag football and cheerleading.

Newcomers

In order to create a welcoming and supportive environment for our Newcomers, Achieve Academy very intentionally uses a variety of systems and structures that increase the level of academic and social support experienced by students. We cluster our Newcomer students in homerooms by language, in order to promote a sense of connectedness with other Newcomers who share their language background. In addition, we bring our Newcomers together multiple times per week for small group English Language Development instruction during the Tier 2 interventions block. Moreover, we prioritize our Newcomers for enrollment in our After School Program, in order to facilitate peer relationship development during non-academic time and to provide additional opportunities to develop basic interpersonal communication skills in English. Finally, we ensure that staff are consistently available to translate both daily interactions with students and families as well as important structures like IEP meetings, student academic conferences, and family education and leadership events.

Students with Special Needs

Our most important strategy for retaining students with special needs is to provide high quality, responsive Tier 3 programming that meets their specific needs, and to approach our work with families collaboratively through thoughtfully designed services, communications, IEP meetings, and family education opportunities. We invest deeply in the full continuum of Special Education programming, including both full inclusion and Special Day Class models, robust academic and behavioral interventions for students with both Mild/Moderate and Extensive support needs, and Educationally Related Mental Health Services.

Our engagement with our community of exceptional learners is also facilitated through our partnership with Seneca Family of Agencies to implement the Unconditional Education model, in which "the most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success . The willingness to "do whatever it takes," even when doing so proves to be a tremendous challenge."[53] Our Special Education and General Education teams strive to fulfill this promise to our students with disabilities every day by using a variety of strategies and services to develop individualized programming that truly meets the needs of the child and their family.

By constantly evaluating and refining our practices, we aim to create an environment where every student feels valued and supported, regardless of their background. Ultimately, our goal is to build a school community that reflects the rich diversity of our city, provides equitable opportunities for all, and gives students and families compelling reasons to stay at Achieve Academy.

[53] Source: Seneca Unconditional Education Model Overview, https://senecafoa.org/wp-content/uploads/2021/02/UE-Model-Overview.pdf

Element 8 (Admissions Policies and Procedures)

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of

Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Overview

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. 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.

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.

Recruitment and Application Process

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 school tour or open house . Upon admission, parents will be encouraged to attend a family orientation held during our summer data confirmation days.

After the open enrollment period closes each year, applications are reviewed to determine whether any grade level has more applicants than available seats. If this occurs, the Charter School will conduct a **public random lottery** to determine admissions for that grade. **Currently enrolled students** are exempt from the lottery and are guaranteed admission for the following school year.

All applicants will be notified of the lottery date and time through push notifications, and this information will also be posted on the school's website at least **two weeks in advance** of the public drawing. The notification will include all lottery procedures, the date and time, and any access links.

Families are invited to attend the lottery; however, attendance is **not required** to secure a seat if selected. Unless otherwise communicated in writing, the lottery will occur each year as scheduled.

If a public random drawing is required, the following applicants will be **exempt** from participating in the lottery:

- Students currently enrolled

In conducting a **public random drawing**, the following applicants will be given preference in the lottery for admission preferences to the school in ranked order as follows:

1. Siblings of students admitted to or attending the Charter School
2. Children of employees of Education for Change
3. Students attending or residing within the boundaries of the former OUSD elementary school (the original Hawthorne Elementary boundary)
4. Students residing within the boundaries of the Oakland Unified School District
5. Students residing outside the boundaries of the Oakland Unified School District

In the event of a **single weighted lottery**,

- Children of EFC employees will be given five additional entries in the lottery
- Students residing within the boundaries of the former OUSD elementary school (the original Hawthorne Elementary boundary) will be given five additional entries
- Students residing within the boundaries of OUSD will be given one additional entry in the lottery

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv), that:

- Each type of preference shall be approved by the chartering authority at a public hearing.
- Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically-disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- In accordance with Education Code Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Following the Charter School's admission preferences for siblings of students already admitted to or attending the Charter School, the Charter School maintains admission preferences for students attending or residing within the boundaries of the former OUSD elementary school (the original Hawthorne Elementary boundary, 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. 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 attending[54]

[54] 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.

- 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.

Element 9 (Independent 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." – Ed. Code § 47605(c)(5)(I)

Fiscal Audit

An annual independent financial audit of the books and records of Achieve Academy will be conducted as required by Education Code Sections 47605(c)(5)(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 OUSD. Two interim reports and a year-end report, in a format to be provided by OUSD, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to OUSD unless a different system is agreed to by all parties. In addition, year-end financial statements audited by a Certified Public Accountant will be submitted to OUSD within four months following the close of the fiscal year. The cost of the audit will be a fixed cost in the annual budget to ensure EFC is able to comply with this requirement.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education 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 District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the chartering authority. The Charter School will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide OUSD with all financial and related reports, including enrollment attendance, to enable OUSD to meet its requirements by law.

The Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

Please see **Appendix 10 - Financial Documents** for the most recent approved audit.

Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Code of Conduct

The goal of EFC is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. All EFC schools develop site-specific Codes of Conduct as general guides for behavior, but not as mechanisms for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. 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 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. Although charter schools are exempt from school district procedures and processes for suspensions and expulsions, in creating these procedures, 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 may modify the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

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[55] 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 writing 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

[55] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child 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.

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, 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 enumerated below.

Procedures

A. Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal or designee may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School's Attendance Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 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.

C. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when the Principal or designee determines 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

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 5, 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 5, 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 5, 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.

iii. 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. However, if a juvenile court finds that a student committed a crime as an aider and abettor and the victim suffered great

bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

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.

w. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.

2. Non- Discretionary Suspension and Expulsion 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

If it is determined by the Hearing Officer, Administrative Panel and/or 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 applies 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.

D. Suspension Procedure

A student may be suspended by the Charter School Principal or designee. Suspensions shall be initiated according to the following procedures:

1. ***Conference***

Suspension shall be preceded, if practicable, by a conference conducted by the Principal or designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal or designee. The conference may be held in-person, telephonically, or via other electronic means.

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, the student and student’s parent/guardian 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 recount their version of the incident and provide any evidence in their defense.

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. This notice shall include: (a) the specific offense(s) committed by the student, (b) duration and dates of the suspension, (c) the date when the student may return to school following the suspension, and (d) an explanation of the evidence that supports the charges.

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 will be invited to an in-person, telephonic, or virtual 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

The Charter School may expel a student following 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.

A student may be expelled by the Superintendent upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Chief of Schools as needed. The Administrative Panel shall consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of EFC's Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student, with the determination by the Superintendent, subject to review by the Board of Directors on appeal if requested by the student and/or parent/guardian.

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. If postponed for good cause, the expulsion hearing may be extended for an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Administrative Panel and student's parent/guardian.

The Administrative Panel's hearing shall be held in a confidential session (complying with all student confidentiality rules under FERPA).

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. 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. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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. Signed and dated written statements/declarations may be admitted as testimony.

I. Expulsion Decision

The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Superintendent, who will make a determination regarding the expulsion. The Superintendent shall make the determination regarding the expulsion, which will be provided to the student and parent/guardian within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, or the Superintendent ultimately decides not to expel, the student shall immediately be returned to their educational program at the Charter School.

The Superintendent 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 educational program at the Charter School under a probationary status and rehabilitation plan issued by the Superintendent. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Superintendent may revoke the suspension of an expulsion order 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 Superintendent revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

J. Notice of Expulsion Decision

The Chief of Schools or designee, following a decision of the Superintendent to expel, shall send written notice of the decision to expel, including the Superintendent's adopted findings of fact, to the student and student's parent/guardian, within ten (10) school days of the expulsion hearing. This notice shall also include the following:

a. The Findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and

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 (if required), upon finality of the expulsion.

This notice shall include the following:

a. The student's name

b. The specific expellable offense committed by the student

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

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. Appeals

A student or parent/guardian may appeal the Superintendent's expulsion decision by submitting a written appeal request to the Board within five (5) calendar days or the date the Charter School issues the written notice of expulsion.

If no appeal is requested, the expulsion becomes final on the sixth (6th) calendar day after the notice of expulsion is issued to the student and student's parent/guardian.

If an appeal is requested, the Board or a committee thereof, will review the appeal as soon thereafter as practicable, but no later than its next regularly scheduled meeting.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following question:

- Did the hearing entity act without authority or exceed its jurisdiction?
- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the hearing entity abuse its discretion in a way that caused harm?

The Board will hold the appeal review in a closed session to comply with FERPA and all applicable provisions of the Brown Act. The student and/or parent/guardian may address the Board in closed session.

The Board may overturn or uphold the decision of the Superintendent. The Board will issue its written decision on appeal to the student and student's parent/guardian within five (5) school days of the appeal review. If the Board overturns the expulsion decision, the student will immediately return to their educational placement at the Charter School. The Board's decision regarding the expulsion appeal is final – there is no further appeal.

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 District or their school district of residence. The Charter School shall work cooperatively with student and/or student's parents/guardians as requested 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 Superintendent 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 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. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. 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, and (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
2. EFC must also provide the complaining witness 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 may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness

5. The entity 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 will be reminded 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 Superintendent 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 will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Superintendent 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 hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, the complaining witness shall have the right to have their testimony heard via alternative means that may include but are not limited to, 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 Superintendent 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.

R. 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/or the chartering authority if required) 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 if it 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.

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

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

6. 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 11 (Employee Retirement Systems)

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – Ed. Code § 47605(c)(5)(K)

Work Basis

Employee hours per week at Achieve Academy will be based upon individual employee work agreements. The standard work week for most staff is forty (40) hours per week.

Compensation

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., the Charter School offers compensation that assures the successful recruitment of employees that enable the Charter 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-State Teachers' Retirement System ("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 STRS, in which the employer and the employee each contribute the statutory amount. Eligible non-certificated 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 12 (Pupil Attendance Alternatives)

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Element 13 (Employee Rights of Return)

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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 14 (Dispute Resolution)

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 et seq. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX

coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the Charter between the District and Charter School, except any controversy or claim that in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code

section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To: Achieve Academy, c/o EFC Superintendent of Schools:

Education for Change Public Schools

333 Hegenberger Rd., Ste 705

Oakland, CA 94601

To Director, Office of Charter Schools:

1011 Union Street #947

Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The

mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

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 District receives any complaints relating to the Charter School, it shall immediately refer the complaint and the complainant directly to the Charter School.

Please see **Appendix 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 15 (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." – Ed. Code § 47605(c)(5)(O)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up

grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget

2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
    a. Name and contact of person(s) handling the liquidation;
    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);
    c. An identification number that corresponds to a tag on that item;
    d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply,

upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

All facilities the Charter School shall occupy are listed as follows:

Facility Address	Maximum Capacity
1700 28th Avenue, Oakland, CA 94601	1577

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any

contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax

amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
  - Preliminary budget
  - Local control and accountability plan and update
  - First interim financial report
  - Second interim financial report
  - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
  - Annual independent audit report (Ed. Code § 47605(m))
  - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - 20 day attendance report (Ed. Code § 47652(a))
  - Monthly attendance reports
  - Principal Apportionment Data (P1, P2, and P-Annual)
  - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

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 District. The District 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 District 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 District may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

Finance and Operations

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**.

(i) Projected Budget

(ii) Projected Cash Flow

(iii) 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

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

EFC employs a full-time Chief Business Officer to perform many of the accounting and budgeting operations of the Charter School. The CBO reports directly to the Superintendent. The CBO'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 accounts payable and uses a

competitive bid process to select vendors with experience in charter schools or other public finance.

EFC will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure ("SACS") for all reports to the District including the First and Second Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code. EFC will also provide an annual audit, including financial schedules in the aforementioned formats to the chartering authority , the California Department of Education and to any other official or entity as required by law.

Annually, no later than December 15th, EFC shall supply the District with a statement of assets and liabilities. It is expected that this information will be included in the annual independent fiscal audit. However, in the event that it is not contained in the audit or that the audit is not completed by this date, EFC shall submit a separate document to the District containing this information.

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 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 District, 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 District:

- By July 1, a preliminary budget for the current fiscal year.

- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- 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 District, State Controller, California Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District 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 District and other authorized reporting agencies.

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 District shall be forwarded to the Charter School in a timely fashion. During the term of this charter petition, the Charter School and the District shall negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

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.

Achieve Academy 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, Achieve Academy intends to occupy the same facility that it occupied prior to its conversion to charter status at 1700 28th Avenue, Oakland, CA 94601, and will occupy it consistent with the requirements and obligations of Proposition 39. Currently, Achieve Academy has a Charter School Facilities Agreement with Oakland Unified School District for the period July 1, 2021 through June 30, 2036. The length of the term is in recognition of the substantial financial commitment EFC made to the Achieve facility as part of a Prop 51 rehabilitation project which was completed August 2024.

4914-0287-9398, v. 2

education for change
PUBLIC SCHOOLS

Achieve Academy Renewal Charter Petition

Appendices

1 LCAP

2 2026-2027 School Calendar and Sample Bell Schedule

3 EFC Vision of Excellence in ELA and Math

- K-2 English Language Arts
- 3-8 English Language Arts
- Mathematics

4 EFC 2023-2028 Strategic Plan

5 Letter from SELPA

6 Corporate Documents

- EFC Articles of Incorporation
- Bylaws
- Conflict of Interest Code

7 EFC Family Leadership Council Guidebook

8 Handbooks

- Student and family handbook
- Employee handbook

9 Health, Wellness, and Safety Plans

- EFC Uniform Complaint Policy

- Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
- Policy for Complaints Against Personnel
- SY26/27 Safe School Plan

10 Financial Documents

- Annual operating budget
- 3-year cash flow
- 3-year financial projections

11 CCSA Eligibility for Renewal Notification

12 Board member qualifications

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Achieve Academy
CDS code:	1612590111476
LEA contact information:	Lawren Keaton, Principal lkeaton@efcps.net 510-904-6440
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are

Projected General Fund Revenue for the 2026-27 School Year	**Amount**
Total LCFF funds	$ 9,413,884
LCFF supplemental & concentration grants	$ 2,461,401
All other state funds	$ 2,736,093
All local funds	$ 972,765
All federal funds	$ 714,521
Total Projected Revenue	$ 13,837,263

Total Budgeted Expenditures for the 2026-27 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 13,835,715
Total Budgeted Expenditures in the LCAP	$ 13,692,843
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 6,400,794
Expenditures not in the LCAP	$ 142,873

Expenditures for High Needs Students in the 2025-26 School	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 5,833,621
Actual Expenditures for High Needs Students in LCAP	$ 6,042,798

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educational agency must respond to the prompt.

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Contingency for enrollment shortfall
No response required.	
No response required.	

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Achieve Academy

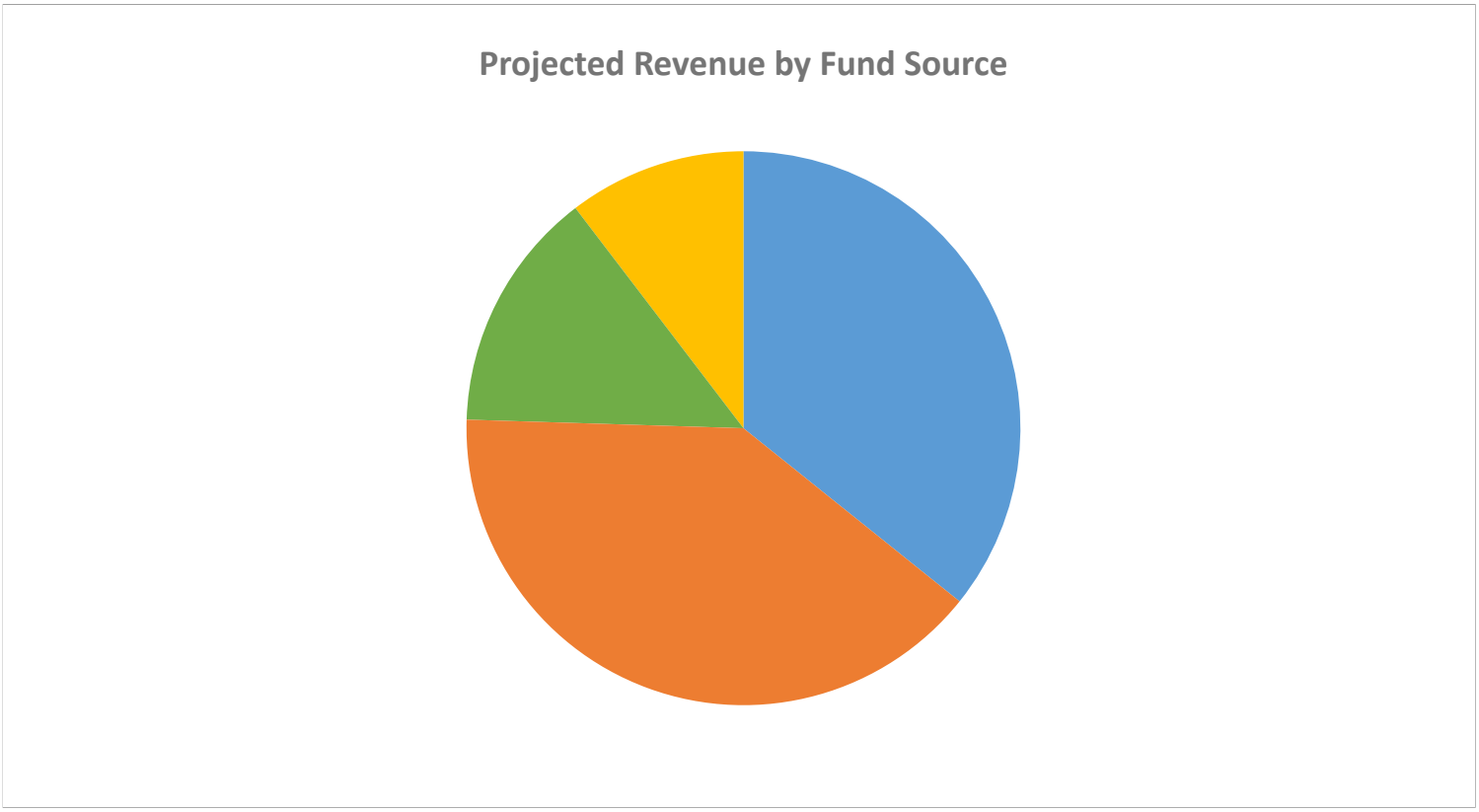
CDS Code: 1612590111476

School Year: 2026-27

LEA contact information: Lawren Keaton, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

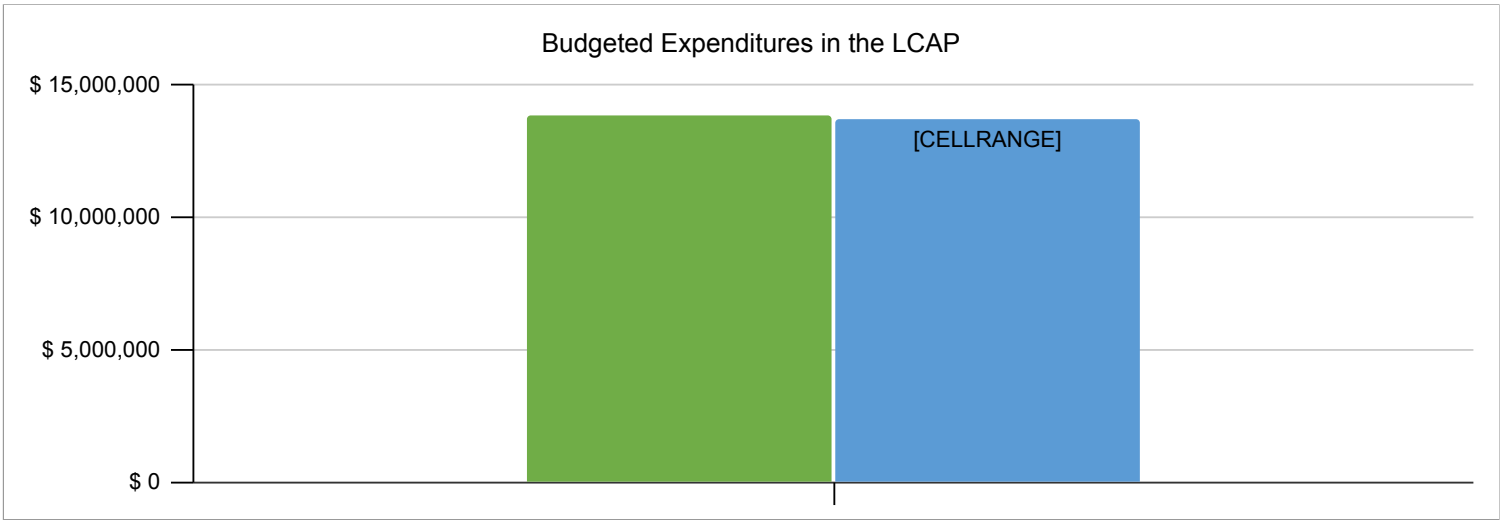


This chart shows the total general purpose revenue Achieve Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Achieve Academy is $13,837,263.00, of which $9,413,884.00 is Local Control Funding Formula (LCFF), $2,736,093.00 is other state funds, $972,765.00 is local funds, and $714,521.00 is federal funds. Of the $9,413,884.00 in LCFF Funds, $2,461,401.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents: Data Input

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Achieve Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

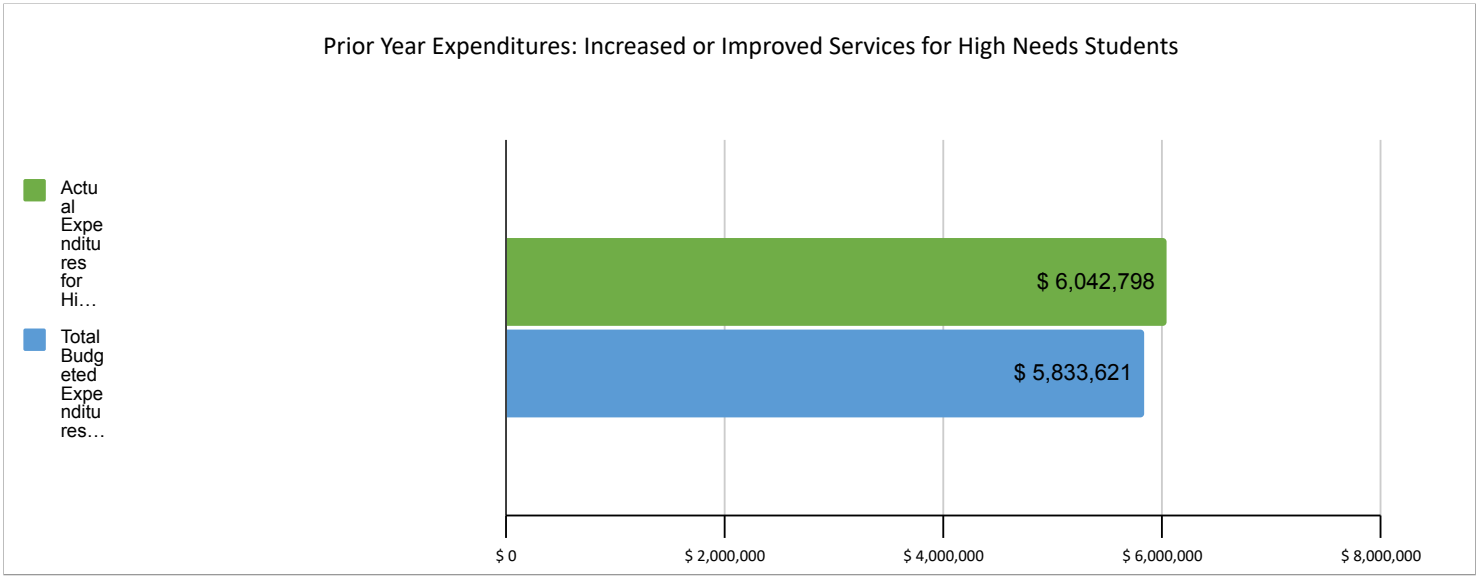
The text description of the above chart is as follows: Achieve Academy plans to spend $13,835,715.00 for the 2026-27 school year. Of that amount, $13,692,843.00 is tied to actions/services in the LCAP and $142,873.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Contingency for enrollment shortfall

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Achieve Academy is projecting it will receive $2,461,401.00 based on the enrollment of foster youth, English learner, and low-income students. Achieve Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Achieve Academy plans to spend $6,400,794.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Achieve Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Achieve Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Achieve Academy's LCAP budgeted $5,833,621.00 for planned actions to increase or improve services for high needs students. Achieve Academy actually spent $5,928,488.00 for actions to increase or improve services for high needs students in 2025-26.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Achieve Academy	Lawren Keaton, Principal	lkeaton@efcps.net 510-904-6440

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Achieve Academy is a joyful, high-expectation TK–5 public charter school located in the heart of Oakland's Fruitvale neighborhood. We proudly serve students from ages 4 to 11 and are part of the Education for Change Public Schools network. We are deeply Oakland-rooted, free and open to all students, and committed to creating a school where every child is known, challenged, and celebrated — from their first day in Transitional Kindergarten to their final fifth grade step toward middle school. At Achieve Academy, we envision a school community where every child becomes a lifelong learner and critical thinker, empowered to reach their fullest potential. We believe students thrive when they are seen as partners in their education — confident in themselves, supported in their growth, and inspired to lead with purpose. We are committed to building a rigorous, inclusive, and joyful learning environment that honors the brilliance of every student. Through intentional instruction, a focus on the whole child, and a deep investment in socio-emotional wellness, we nurture confident learners who feel safe, respected, and proud of their identity. Achieve is where academic growth meets personal purpose — in a school that sees the whole child.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of Dashboard data from 2024-25 aligns with the school's own reflection of progress in 2025-26, which includes interim data review as well as other measures of progress including observations and stakeholder feedback.

In particular, the Conditions & Climate data, including local indicators, show Chronic Absence and Suspension rates as areas of strength, reinforcing intentions to uphold a culturally responsive environment of high expectations that is affirming, anti-racist, and inclusive of all groups, with specific attention to groups that are experiencing a lower sense of belonging in service of more equitable outcomes and experiences.

In terms of Academic Dashboard data, English Learner progress showed significant improvement while ELA and Math SBAC data maintained. During 2025-26, interim data on ELA showed a 24.3 growth in Distance From Met (with data aligned to SBAC). Some key actions we believe contributed to the increase include: continuing implementation (Year 2) of ELA Fishtank curriculum adoption, with teachers implementing key lesson planning strategies focused on comprehension. We also launched iReady assessment and blended

learning to support targeted interventions, developed coaching and observation cycles focused on live-coaching teachers by supporting them with in the moment changes during the lesson and developed teacher capacity to consistently collect formative data and respond or make changes to what they are seeing in real time. In Math, 60% of students are meeting goals on the MOY I-ready assessment. Actions include supporting teachers to analyze data and coaching them to make plans for reteaching key concepts.

Overall, while iterating and providing targeting interventions, we are continuing the multi-year efforts to build an instructional model that includes research-based and culturally responsive practices and curricula and implement rigorous, intentional, and sustainable systems of support that develop teacher and leader subject matter and pedagogical content knowledge and capacity to improve outcomes for students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Staff	Engaged staff in the site planning process by collaboratively analyzing key data trends, reflecting on current MTSS practices, and identifying student needs in order to develop clear Start, Stop, and Continue actions that strengthen instruction and support improved student outcomes. Engaged impacted staff in collaborative planning to assess the impact of schedule changes on cafeteria and recess operations. Gather feedback on supervision needs and flow. Met with families and shared the SCAI survey results, highlighting the highest- and lowest-scoring domains, and invite feedback on strategies to strengthen growth in these areas.
Families	[Describe the process for engaging the identified educational partner(s) here]

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback impacted resource allocation, instructional and culture systems, and schedule.

Used staff input to ensure effective staffing and smooth implementation of adjusted lunch and recess structures.

Engage staff in resource allocation decisions re: MTSS, inc. shared leadership opportunities that will be available next year.

Staff provided input on resources allocated for teacher preparation.

Families provided input on actions that could support growth in the areas of student discipline and belonging. Families also shared feedback on practices that are working well and should continue in the future.

Goals and Actions

Goal

Goal #	Description	Type of 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 English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Accelerate learning to offset learning gaps

Increase the number of students making targeted growth in Common Core Standards

Ensure all EL students make adequate gains in English language development.

Ensure all teachers requiring certification are highly qualified

Ensure students are provided and engaged w/ a broad course of study

Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1	SBAC ELA DFM	-68.00	-66.50	TBD	-33.00	TBD
2	SBAC Math DFM	-40.10	-40.80	TBD	-22.10	-17.9
3	EL Progress Indicator	0.33	0.61	TBD	0.36	TBD
4	SARC: % Qualified Teachers	0.71	TBD	TBD	0.75	TBD
5	Annual Eval: Curricular Reqs	100.0%	100.0%	100.0%	100.0%	0.0
6	Annual Eval: Instructional Reqs	100.0%	100.0%	100.0%	100.0%	0.0

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In ELA, maintained continuity of Fishtank reading curriculum implementation as part of our 2023-2028 Strategic Plan with systematic training for new teachers and consistent progress monitoring of quality of implementation.

Launched Amira AI-powered assessment (with embedded tutoring component) to support literacy interventions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1 fewer certificated admin than planned, which will be looking to hire in 2026-27. Increased staffing elsewhere to distribute responsibilities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Individualized Amira reading tutoring has had the most significant impact on accelerating 2nd grade students. Systems and structures for aligned Fishtank curriculum implementation are solidly established.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We need to deepen our knowledge and quality of implementation of Fishtank for students to strengthen vocabulary and reading comprehension strategies. We also need to increase teacher feedback on student writing and identify highest leverage student data and develop protocols for use.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Instructional Staff	To provide staff that would support student learning and social emotional development.	$3,011,658	Yes
2	Certificated Administrators	To provide administrative staff that would be able to lead student support efforts through coaching and professional development towards implementation of a strong core academic program.	$774,309	No
3	Curricular Materials	To ensure students have access to researched based learning materials	$98,992	Yes

Goal #	Description	Type of Goal
2	Multi-Tiered System of Supports: 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 and behavioral needs.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Improve the effectiveness of interventions students receive to ensure that academic, social and behavioral needs are adequately served.

Decrease the achievement gap between subgroups of students, especially those who need intervention

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1	SBAC ELA DFM ALL	-68.00	-66.50	TBD	-33.00	TBD
2	SBAC ELA DFM EL	-76.30	-71.90	TBD	-36.30	TBD
3	SBAC ELA DFM AA	-49.30	-60.30	TBD	-19.30	TBD
4	SBAC ELA DFM SWD	-101.90	-88.30	TBD	-50.00	TBD
5	SBAC Math DFM ALL	-40.10	-40.80	TBD	-22.10	TBD
6	SBAC Math DFM EL	-44.30	-44.30	TBD	-25.00	TBD
7	SBAC Math DFM AA	-45.90	-17.00	TBD	-25.00	TBD
8	SBAC Math DFM SWD	-63.90	-51.20	TBD	-33.90	TBD
9	EL Progress Indicator	0.33	0.61	TBD	0.36	TBD
10	SCAI: Learning & Assessment - Students	3.99	4.05	3.99	3.50	0.0
11	SCAI: Learning & Assessment - Family	4.49	4.45	4.62	3.50	0.1
12	Insight: Academic Opportunity - Staff	6.10	6.00	7.10	5.00	1.0

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Based on interim data, in ELA, we see improvement for EL and SWD subgroups and in I-ready data, less disparity in EL, AA, and SWD students meeting goals. In Math, based on interim I-ready data, our EL students are meeting their growth goals at higher rates than other students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

In Math, need to use AA focal student approach and lesson learned from previous year to support growth for all AA students

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will increase the frequency of progress monitoring between benchmarks using the Amira tools.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Certificated Internal Personnel	Psychologists, social workers, clinicians to provide academic, social and behavioral support.	$346,271	Yes
2	MTSS Classified Internal Personnel	Interventionists and tutors to provide academic, social and behavioral support.	$825,297	Yes
3	MTSS External Services	Contracted clinicians to provide academic, social and behavioral support.	$294,213	Yes
4	Tutoring / Small Group Instruction (LREBG)	High-dosage tutoring and small group learning supports provided by classified staff, to be measured by metrics 1-8.	$234,695	Yes

Goal #	Description	Type of Goal
3	Community & Culture: All students, families, and staff feel welcome at school. Students attend school in a safe, engaging and nurturing environment. All staff and families are empowered and feel included to participate in decisions regarding implementation of curriculum, school culture, and community engagement.	Broad

State Priorities addressed by this goal.

3,5,6

An explanation of why the LEA has developed this goal.

All students feel safe at school

All staff feel welcomed and respected at school

Increase the level and quality of student engagement in learning

Increase efficacy of family outreach and engagement structures.

Provide after-school and support services

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1	Annual Return Rate	87.3%	0.87	0.92	0.85	0.05
2	% ADA	94.9%	0.96	0.96	0.94	0.01
3	Chronic Absenteeism	11.1%	0.08	6.4%	0.07	-0.05
4	Suspension Rate	0.3%	0.00	0%	0.01	0.00
5	Expulsion Rate	0.0%	0.00	0%	0.00	0.00
6	SCAI: Attitude & Culture - Students	3.72	4.01	3.91	3.50	0.19
7	SCAI: Attitude & Culture - Family	4.40	4.37	4.45	3.50	0.05
8	Insight: Learning Environment - Staff	6.30	6.10	6.40	5.00	0.10

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All significant subgroups are outperforming suspension goal. Based on interim chronic absence data, EL students improved, meeting EOY target.

Working groups are developing core practices for Student Belonging, to support overall culture and climate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Additional office staff to account for additional responsibilities with one less certificated admin.

Overall significant increase in substitute expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Paying attention to student belonging more regularly and systematically has generated positive movement in overall and for B/AA & LGBTQ+ identifying subgroups, even as gaps still persist

Likely need a comprehensive LTEL strategy.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Site-based teams will review implementation guidance from the Student Belonging Working Group to determine an area of focus in the Core Practices for staff training and application.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Support Staff	To support students with a welcoming environment	$924,662	No
2	Classified Admin	To support students with their socio-emotional needs.	$207,135	Yes
3	Staff Supports	To support adult culture and development	$2,416,655	No
4	Student, and Family Supports	To support extracurricular activities and family engagement.	$1,382,533	Yes

Goal #	Description	Type of Goal
4	Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.	Broad

State Priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Ensure all basic services are adequately addressed

Improve the quality of the learning environment

Provide and maintain operational services for schools and students

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1	SCAI: Physical Appearance - Students	3.93	4.42	4.11	3.50	0.2
2	SCAI: Physical Appearance - Family	4.45	4.42	4.61	3.50	0.2
3	Insight: School Operations - Staff	6.20	6.40	7.60	5.00	1.4
4	Annual Eval: Facilities Requirements Site	Exemplary	Exemplary	Exemplary	Good	TBD

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An increase in operational expenses due to increase in legal expenses and in network support expenses to support significant increase in NPS placements network-wide.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	4a. Custodial, Clerical, Technical, & Office Staff	Staffing to ensure high operational effectiveness, including health and safety protocols.	$129,995	No
2	4b. Materials, Supplies & Equipment	Purchase of items that support the day to day operations of the school.	$223,910	No
3	4c. Facilities & Utilities	To provide repairs and upgrades that ensure the building is safe and operating efficiently for students, staff, and families.	$1,029,141	No
4	4d. Operations Services	To ensure that the services required for daily operation are in place.	$1,793,376	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
2,461,401	269,095

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.40%	0%	$0	35.40%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1	Centering Community Based Learning: English Learners Low-Income Students w/ Disabilities	Achieve Academy will provide a community-based approach to instruction by embedding community assets and culturally responsive practices into our curriculum and teaching methods. This includes ongoing professional development for teachers to integrate community resources, local history, and culturally relevant materials into their lessons. We will also maintain strong partnerships with community organizations, such as Families in Action and East Bay Agency for Youth and Children, to bring real-world experiences and expertise into the classroom. Additionally, we will regularly review and adapt our instructional practices based on feedback from students, families, and community members to ensure they remain relevant and impactful.	Increase the percentage of students indicating a sense of belonging on our organizational standards Sense of Belonging survey to 75%.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will support additional MTSS staff, SEL/culture staff, and appropriate resources that will provide targeted and research based interventions to students. It will also support having effective and appropriately trained staff to deliver core curriculum, culture programming, and operations in support of foster youth, English learners and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	29.6
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18.7

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 6,952,483	$ 2,461,401	35.403%	0.000%	35.403%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 9,412,335	$ 2,736,092	$ 972,765	$ 714,520	$ 13,835,712.00	$ 8,751,756	$ 5,083,959

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Certificated Instructional Staff	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 3,011,658	$ -	$ 2,921,758	$ 89,900	$ -	$ -	$ 3,011,658	77.8%
1	2	Certificated Administrators	All	No	LEA-wide	All	All Schools	Ongoing	$ 774,309	$ -	$ 525,018	$ 129,283	$ -	$ 120,008	$ 774,309	
1	3	Curricular Materials	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 98,992	$ 98,992	$ -	$ -	$ -	$ 98,992	2.6%
2	1	MTSS Certificated Internal Personnel	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 346,271	$ -	$ -	$ -	$ 346,271	$ -	$ 346,271	0.0%
2	2	MTSS Classified Internal Personnel	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 825,297	$ -	$ 156,253	$ 175,995	$ 493,049	$ -	$ 825,297	4.2%
2	3	MTSS External Services	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 294,213	$ 132,763	$ 81,560	$ -	$ 79,889	$ 294,212	3.5%
2	4	Tutoring / Small Group Instruction (LREBG)	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 234,695	$ -	$ -	$ 234,695	$ -	$ -	$ 234,695	0.0%
3	1	Classified Support Staff	All	No	LEA-wide	All	All Schools	Ongoing	$ 924,662	$ -	$ 663,988	$ 246,481	$ 14,193	$ -	$ 924,662	
3	2	Classified Admin	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 207,135	$ -	$ 103,393	$ 89,549	$ 14,193	$ -	$ 207,135	2.8%
3	3	Staff Supports	All	No	LEA-wide	All	All Schools	Ongoing	$ 2,297,734	$ 118,921	$ 1,951,305	$ 279,954	$ 90,866	$ 94,530	$ 2,416,655	
3	4	Student and Family Supports	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 1,382,533	$ 343,988	$ 737,807	$ -	$ 300,737	$ 1,382,532	9.2%
3	5	Social-Emotional Support (LREBG)	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ -					$ -	0.0%
4	1	Clerical, Technical, & Office Staff	All	No	LEA-wide	All	All Schools	Ongoing	$ 129,995	$ -	$ 59,437	$ 56,365	$ 14,193	$ -	$ 129,995	
4	2	Materials, Supplies & Equipment	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 223,910	$ 149,670	$ 74,240	$ -	$ -	$ 223,910	
4	3	Facilities & Utilities	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 1,029,141	$ 702,064	$ 327,076	$ -	$ -	$ 1,029,140	0.000%
4	4	Operations Services	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 1,793,376	$ 1,460,833	$ 213,187	$ -	$ 119,356	$ 1,793,376	0.000%
		Non-LCAP	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 142,873	$ 142,873	$ -	$ -	$ -	$ 142,873	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,952,483	$ 2,461,401	35.403%	0.000%	35.403%	$ 3,757,147	100.000%	154.040%	**Total:**	$ 3,757,147
								LEA-wide Total:	$ 3,757,147
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Certificated Instructio	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 2,921,758	77.765%
1	2	Certificated Administr	No	LEA-wide		All Schools	$ -	0.000%
1	3	Curricular Materials	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 98,992	2.635%
2	1	MTSS Certificated In	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ -	0.000%
2	2	MTSS Classified Inte	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 156,253	4.159%
2	3	MTSS External Servi	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 132,763	3.534%
2	4	Tutoring / Small Grou	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ -	0.000%
3	1	Classified Support St	No	LEA-wide		All Schools	$ -	0.000%
3	2	Classified Admin	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 103,393	2.752%
3	3	Staff Supports	No	LEA-wide		All Schools	$ -	0.000%
3	4	Student and Family S	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 343,988	9.156%
3	5	Social-Emotional Sup	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ -	0.000%
4	1	Clerical, Technical, &	No	LEA-wide		All Schools	$ -	0.000%
4	2	Materials, Supplies &	No	LEA-wide		All Schools	$ -	0.000%
4	3	Facilities & Utilities	No	LEA-wide		All Schools	$ -	0.000%
4	4	Operations Services	No	LEA-wide		All Schools	$ -	0.000%
		Non-LCAP	No	LEA-wide		All Schools	$ -	0.000%

2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 12,626,129.00	$ 12,831,143.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Certificated Instructional Staff	Yes	$ 2,911,646	$ 2,925,591
1	2	Certificated Administrators	No	$ 732,457	$ 621,415
1	3	Curricular Materials	Yes	$ 66,381	$ 50,977
2	1	MTSS Internal Personnel	Yes	$ 1,438,718	$ 1,419,675
2	2	MTSS External Services	Yes	$ 59,291	$ 55,488
2	3	Tutoring / Small Group Instruction (LREBG)	Yes	$ 186,091	$ 186,091
2	4	Classified Support Staff	No	$ 1,008,142	$ 947,493
3	1	Classified Admin	Yes	$ 194,240	$ 191,035
3	2	Staff Supports	No	$ 2,303,294	$ 2,366,030
3	3	Student and Family Supports	Yes	$ 946,114	$ 1,122,955
3	4	Social-Emotional Support (LREBG)	Yes	$ 31,141	$ 31,141
3	5	Clerical, Technical, & Office Staff	No	$ 124,183	$ 191,807
4	1	Materials, Supplies & Equipment	No	$ 195,844	$ 229,005
4	2	Facilities & Utilities	No	$ 1,340,444	$ 1,286,194
4	3	Operations Services	No	$ 1,088,143	$ 1,206,246
4	4	Non-LCAP	No		

2026-27 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 3,063,354	$ 3,047,364	$ 15,990	96.466%	100.000%	3.53%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Certificated Instructional Staff	Yes	$ 2,324,839	$ 2,322,919.00	77.765%	76.227%
1	2	Certificated Administrators	No				0.000%
1	3	Curricular Materials	Yes	$ 66,300	$ 52,711.00	2.635%	1.730%
2	1	MTSS Internal Personnel	Yes	$ 405,632	$ 393,250.00	4.159%	12.905%
2	2	MTSS External Services	Yes	$ -	$ -		0.000%
2	3	Tutoring / Small Group Instruction (LREBG)	Yes	$ -	$ -		0.000%
2	4	Classified Support Staff	No				0.000%
3	1	Classified Admin	Yes	$ 104,040	$ 101,057.00	2.752%	3.316%
3	2	Staff Supports	No				0.000%
3	3	Student and Family Supports	Yes	$ 162,543	$ 177,427.00	9.156%	5.822%
3	4	Social-Emotional Support (LREBG)	Yes	$ -	$ -	0.000%	0.000%
3	5	Clerical, Technical, & Office Staff	No		$ -		0.000%
4	1	Materials, Supplies & Equipment	No		$ -		0.000%
4	2	Facilities & Utilities	No		$ -		0.000%
4	3	Operations Services	No		$ -		0.000%
4	4	Non-LCAP	No	$ -	$ -		

2026-27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	0.000%	0.000%	$ 3,047,364	100.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Achieve Academy

2026-2027 School Calendar & Bell Schedule

FY27 TK-8 Student Calendar

8/10/26-6/2/27

0 = students not in school
1 = full day
2 = minimum day

	Total	Min Days	Regular Days
August	16	3	13
September	20	5	15
October	20	4	16
November	14	2	12
December	13	3	10
January	18	4	14
February	18	4	14
March	21	5	16
April	15	3	12
May	20	4	16
June	2	1	1
Total	177	38	139

	# Days
T1	61
T2	58
T3	58
Total	177
Total Days Check:	177

JULY 2026 — Instructional Days: 0

S	M	T	W	TH	F	S		
				0	0	0	4	Independence Day Observed
5	0	0	0	0	0	11		
12	0	0	0	0	0	18		
19	0	0	0	0	0	25		
26	0	0	0	0	0			

August 2026 — Instructional Days: 16

S	M	T	W	TH	F	S		
						1		
2	0	0	0	0	0	8		Paid Work Days
9	1	1	2	1	1	15		Start of School
16	1	1	2	1	1	22		
23	1	1	2	1	1	29		
30	1							

SEPTEMBER 2026 — Instructional Days: 20

S	M	T	W	TH	F	S		
		1	2	1	1	5		
6	0	1	2	1	1	12		Labor Day
13	1	1	2	1	1	19		
20	0	1	2	1	1	26		SR: Network-Site-Based
27	1	1	2					

OCTOBER 2026 — Instructional Days: 20

S	M	T	W	TH	F	S		
				1	1	3		
4	1	1	2	1	1	10		
11	0	1	2	1	1	17		Indigenous Peoples' Day
18	1	1	2	1	1	24		
25	0	1	2	1	1	31		SR: Network-Based

NOVEMBER 2026 — Instructional Days: 14

S	M	T	W	TH	F	S		
	1	1	2	1	1	7		
8	1	1	0	1	1	14		End of Marking Period 1 Veterans Day
15	1	1	2	1	1	21		
22	0	0	0	0	0	28		Fall Break
29	0							SR: Report Card / Site-Based

DECEMBER 2026 — Instructional Days: 13

S	M	T	W	TH	F	S		
		0	2	1	1	5		SR: Site-Based
6	1	1	2	1	1	12		
13	1	1	2	1	1	19		
20	0	0	0	0	0	26		Winter Break
27	0	0	0					Winter Break

JANUARY 2027 — Instructional Days: 18

S	M	T	W	TH	F	S		
					0	2		Winter Break
3	0	1	2	1	1	9		SR: Network/Site-Based
10	1	1	2	1	1	16		
17	0	1	2	1	1	23		MLK Day
24	1	1	2	1	1	30		
31								

FEBRUARY 2027 — Instructional Days: 18

S	M	T	W	TH	F	S		
	0	1	2	1	1	6		SR: Network/Site-Based
7	1	1	2	1	1	13		
14	0	1	2	1	1	20		President's Day
21	1	1	2	1	1	27		End of Marking Period 2
28								

MARCH 2027 — Instructional Days: 21

S	M	T	W	TH	F	S		
	0	0	2	1	1	6		SR: Report Card / Site-Based SR: Network-Based
7	1	1	2	1	1	13		
14	1	1	2	1	1	20		
21	1	1	2	1	1	27		
28	1	1	2					

APRIL 2027 — Instructional Days: 15

S	M	T	W	TH	F	S		
				1	0	3		Farmworker Day Observed
4	0	0	0	0	0	10		Spring Break
11	0	1	2	1	1	17		SR: Network/Site-Based
18	1	1	2	1	1	24		
25	1	1	2	1	1			

MAY 2027 — Instructional Days: 20

S	M	T	W	TH	F	S		
						1		
2	1	1	2	1	1	8		
9	1	1	2	1	1	15		
16	1	1	2	1	1	22		
23	1	1	2	1	1	29		End of Marking Period 3
30	0							Memorial Day

JUNE 2027 — Instructional Days: 2

S	M	T	W	TH	F	S		
		1	2	0	0	5		Last Day of School TBD: Disaster make-up day
6	0	0	0	0	0	12		
13	0	0	0	0	0	19		Juneteenth Observed
20	0	0	0	0	0	26		
27	0	0	0					

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

Achieve Academy

2026-2027 School Calendar & Bell Schedule

School Day		M / T/ R / F	W
Grade	Start	End	End
Breakfast	8:30 AM	8:55 AM	8:55 AM
TK	9:00 AM	3:30 PM	1:45 PM
K	9:00 AM	3:30 PM	1:45 PM
1	9:00 AM	3:30 PM	1:45 PM
2	9:00 AM	3:45 PM	2:00 PM
3	9:00 AM	3:45 PM	2:00 PM
4	9:00 AM	3:45 PM	2:00 PM
5	9:00 AM	3:45 PM	2:00 PM

Lunch & Recess		
Grade	Start	End
TK	10:25 AM	11:15 AM
K	11:15 AM	12:05 PM
1	11:15 AM	12:05 PM
2	11:50 AM	12:35 PM
3	11:50 AM	12:35 PM
4	12:35 PM (1:15 PM)**	1:15 PM (2:00 PM)**
5	12:35 PM (1:15 PM)**	1:15 PM (2:00 PM)**

Afternoon Recess: M/ T/ R/ F		
Grade	Start	End
TK	1:35 PM	2:10 PM
K	2:00 PM	2:20 PM
1	2:00 PM	2:20 PM
2	2:50 PM	3:10 PM
3	2:45 PM	3:05 PM
4	2:00 PM	2:15 PM
5	2:50 PM	3:00 PM

***On Wednesdays, 4th and 5th grade lunch times are different, and lunch takes place before recess.*

Achieve Academy

2026-2027 School Calendar & Bell Schedule

GRADES	**Academic Programming at Achieve Academy** *What Learning Looks Like at Our School*
TK	• Gentle Start and Morning Meeting (SEL instruction and community building) • Phonics • Math • Heggerty/ Handwriting • Play Based Centers • Read Aloud • Rest Time • Art
Kinder & 1st Grade	• Morning Meeting (SEL instruction and community building) • FishTank (ELA) • Eureka Math + iReady MyPath*: Math • UFLI + Handwriting • Small Groups/ SIPPS • Mystery Science • Play Based Centers • Read Aloud • Art
2nd Grade	• Morning Meeting (SEL instruction and community building) • FishTank (ELA) • Eureka Math + iReady MyPath*: Math • UFLI • Small Groups/ SIPPS • Mystery Science • Amira tutoring • Whole Group Fluency + Independent Reading • Art
3rd Grade	• Morning Meeting (SEL instruction and community building) • FishTank (ELA) • Eureka Math + iReady MyPath* • iReady MyPath: Reading + Small Group Instruction • Mystery Science • Art
4th & 5th Grade	• Morning Meeting (SEL instruction and community building) • FishTank (ELA) • Eureka Math + iReady MyPath* • iReady MyPath: Reading • Amplify Science • Art

Achieve Academy

2026-2027 School Calendar & Bell Schedule

** i-Ready MyPath is a personalized, adaptive online instruction program for reading and mathematics (grades K–8) that creates a customized lesson plan for each student based on their results from the i-Ready Diagnostic*

education for change
PUBLIC SCHOOLS

EFC Vision of Excellence in TK-2 English Language Arts

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.

EFC TK-2 Literacy Vision:

We believe that literacy -- the ability to read, write, and comprehend -- is a civil right. It is our responsibility to ensure that every child leaves EFC a critical, confident, and skilled reader. We commit to disrupting historically predictable racialized patterns of performance by providing all students explicit, systematic instruction aligned to the Science of Reading.

We relentlessly focus on developing fluency, building a wealth of knowledge, and accelerating student growth. We strive to foster student agency, stretch students' knowledge and perspective, and center culturally relevant engagement so that students deeply understand themselves and the world around them. We ensure that all EFC scholars develop into confident readers, writers, speakers, and listeners who have access to and are well prepared for a rigorous college experience and a career of their choice.

Theory of Action:

If educators…

1) leverage evidence-based curriculum and continually refine instruction,
2) ensure high engagement and cognitive demand on students,
3) frequently progress monitor to implement data-informed instruction based on student need and,
4) ensure sufficient opportunities for application and practice

…our students will become increasingly confident, automatic and independent readers and writers.

If leaders…

1) provide consistent coaching to build teachers' capacity to deliver evidence-based literacy instruction, 2) facilitate collaborative learning spaces that develop teacher's science of reading and content knowledge (both sides of Scarborough's Rope),
3) guide educators through frequent data analysis and planning opportunities and,
4) establish and maintain clear systems for MTSS

…our teachers will be increasingly effective and confident teachers of early reading.

education for change
PUBLIC SCHOOLS

Measurable Goals

Word Recognition	Language Comprehension	Usage and Completion (Org-Wide)
95% of students grow at least one year of proficiency (ARM) by EOY **75%** of students are reading on grade level (at/above 50th percentile rank) by EOY	**70%** of students in K-2 demonstrate mastery* on Fishtank content assessments **Mastery = score ≥ 80%*	**95%** of students read to Amira at least 30 minutes per week **100%** of students complete testing within the assessment window

EFC Vision of Excellence For 3-8 English Language Arts

Overview

The purpose of this document is to clarify the core principles of the Education for Change 3-8 ELA Program and explain how each of these principles lives within curriculum and instruction.

Alignment to our Vision:



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 will realize this vision through a relentless focus on achieving mastery 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 students are well-prepared for a rigorous college experience, but stretch their knowledge, perspective and character to deeply understand themselves and the world around them. It is important to note that the critical work of our literacy program does not simply happen within the confines of ELA classrooms.

ELA Principles:

Become Critical Consumers of Complex Text

All students must be voracious and critical readers of varied, complex literature and informational text; the ability to deeply comprehend and analyze complex texts is a critical component not only to college and career readiness, but to leadership in our communities. The "complexity" of a text takes into account factors such as the readability of the text, the levels of meaning or purpose in the text, the structure of the text, the conventionality and clarity of the language, and the knowledge demands of the text. At Education for Change, we believe that all students must have experiences in closely reading rich, complex text from diverse genres and perspectives to develop both their analytical skill and critical thinking. This is essential to achieving **mastery.**

EFC Vision of Excellence For 3-8 English Language Arts

In the classroom this looks like…

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 to ensure that students tackle complex texts and tasks with **increasing independence and awareness;**
- Where applicable, thoughtful accommodations and modifications – such as audio books – further foster critical consumption of text.

Encourage Rigorous, Evidence-Based Thinking, Speaking and Writing

A hallmark of college and career readiness is the ability to make coherent and thoughtful arguments using sound and sufficient evidence. Therefore, all students must write and speak, both independently and collaboratively, in a manner that is insightful, persuasive and critical. To that end, students must be able to find credible information, both digitally and through printed texts, synthesize that information, reconciling disparities and addressing counter arguments, and critically evaluate that information to effectively persuade their audience.

In the classroom this looks like…

Clear, Concise Communication

- Demonstrate the ability to clearly plan and communicate strong ideas and produce **argumentative and other types of writing** across the curriculum;
- Write **fluently** and with **clarity** through attention to the **rhetorical situation**, **word choice**, and **sentence composition** (grammar, syntax, and punctuation);
- Find, evaluate, and incorporate **evidence** from literature, informational texts, and external resources;
- incorporating feedback – from teachers and peers – and consequently revising their work to demonstrate stronger thinking, writing, and speaking.

- **Utilize technology** for both research and production of writing;

EFC Vision of Excellence For 3-8 English Language Arts

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

In many ways, the achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. At Education for Change, we believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers who can access complex, content-rich text. Topical and thematic immersion increases domain familiarity and the complexity of ideas that a student can access, which in turn quickens the rate of word and content acquisition. Therefore, ELA texts and writing assignments should be selected intentionally to reinforce both word and world knowledge and align to our history, science, music and art programs when appropriate. Furthermore, we believe that when literacy is connected to coherent, relevant content, students will deeply engage in the material.

In the classroom this looks like…

- Build **world knowledge** intentionally and systematically to deepen student understanding of essential and relevant topics across the day;
- Use of systematic strategies for word study (roots, prefixes, suffixes, etc)
- Where applicable, intervention texts selected should reinforce critical topics and themes being discussed in ELA, history, science, etc.

Cultivate and support strong Independent learners who have a love for reading and a critical curiosity about the world

We do not build knowledge for the sake of building knowledge; fundamentally, our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, seeking and evaluating information, and collaborating and debating with others. We are committed to supporting 100% of EFC students in their pursuit of strong reading, writing, and speaking. We believe that a comprehensive program – where interventions and tier 1 instruction thoughtfully speak to one another – must meet every student's needs. This is critical to academic acceleration. Every teacher is responsible for every student's learning. As a network, we remain deeply rooted in our commitment to ensuring that students find true joy in the study of literacy and leave our program with a deep appreciation for great books, new information and diverse perspectives

In classrooms this looks like…

EFC Vision of Excellence For 3-8 English Language Arts

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

EFC Vision of Excellence For 3-8 English Language Arts

The table below summarizes the recommended instructional components of a K-8 literacy block. Minutes are daily.

COMPONENT	DESCRIPTION	RESOURCES	GRADES K-5	GRADES 6-8
Complex Text Engagement	***Become Critical Consumers of Complex Text*** ● Frequent use of grade appropriate complex text for all students ● Many close readalouds of text that are two or three grade levels above independent reading level to encourage high level thinking ,and academic discourse while promoting the use of the use of text evidence ● Teacher led close reading or close readalouds of content-based text, carefully developed text-dependent questions, multiple reads for deepening comprehension ● Multiple reads of complex text: research reading; volume of reading ● Collaborative protocols, small group discussion, accountable talk structures, (sentence frames and conversation cues) for scaffolding	● Fishtank units	60-90min	60-120mins
Writing	***Encourage Rigorous, Evidence-Based Thinking, Speaking and Writing*** ● Authentic application of genre-based	Fishtank embedded		

EFC Vision of Excellence For 3-8 English Language Arts

	performance tasks grounded in units of study that reflect content understanding ● Standard writing conventions including spelling through specific Instruction and modeling in aspects of writing: Writing skills (e.g use of introductions, and transitions) with a focus on gathering evidence to support thinking as students synthesis their knowledge ● Explicit instruction on conventions ● Instruction and scaffolding in each aspect of the writing process (plan, write, revise, edit, publish)	Writing revolution		
Embedded Vocabulary-(Language Dives)	***Build Knowledge of Words and the World Grounded in Critical Topics and Transferable Themes*** ● Intentional vocabulary building from content based text, attention to figuring out words from context, decoding, with an emphasis on academic (Tier 2) vocabulary ● Explicit instruction on specific language standards ● Embedded grammar usage, and mechanics ● Academic and Domain specific vocabulary work through multiple reads of complex text: short and fully developed writing pieces (exemplars) unpacking of learning targets	Fishtank Curriculum embedded		

EFC Vision of Excellence For 3-8 English Language Arts

Accountable Independent Reading	***Cultivate and support strong Independent learners who have a love for reading and a critical curiosity about the world*** ● Independent reading of range of genre and text levels to build volume of words read and love for reading ● Daily Accountable independent reading a each individual students level	● Fishtank Novels ● Classroom libraries aligned to content units	30-60 min	60-120 min
(P.I.E) Personalized Intervention and Enrichment ● build vocabulary and world knowledge ● Tier 2 skills and fluency practice through adaptive software ● Foundation reading interventions for non-fluent readers ● Book Clubs	***Cultivate and support strong Independent learners who have a love for reading and a critical curiosity about the world*** ● Additional independent work with complex text ● Systematic, mastery-based personalized instruction in foundation reading skills ● Small group or individual practice through interventions and/or personalized online learning programs ● Word study and vocabulary ● Performance task based work	● SIPPS ● iReady	30min - 60 min	30min- 60 min

education for change

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.



Parts of EFC's Mathematical Program:

Grade Level Content Lesson	• Lessons planned to build students conceptual understanding to allow students to make meaning of the math ideas and build on what they already know. • Aligned to Eureka Math and planned based on org wide scope and sequence • Lessons are planned using understanding by design principles of planning backwards by starting with exit ticket and problem set and planning out the questions and model based on this. • Checks for understanding are built throughout the lesson including questioning during direct instruction, monitoring student work and collecting exit slips to gauge students' understanding. • Lessons are built on what students know and allow students opportunities to have discourse with peers and the class, and also individually engage in the math. • While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block.
Procedural Fluency	• Students receive instruction for how to build procedural fluency skills • procedural fluency is connected to grade level standards necessary for students to build mastery in various concepts and domains. • Students practice fluency skills daily
BUILD Days and iReady Instruction	• BUILD days are strategically used by teachers to respond to data. • BUILD days are planned so that students are engaging in review in multiple ways. Teachers utilize blended learning, practice problems, and small groups to support students practicing. • BUILD days are also an opportunity for students to build knowledge and exercise critical thinking skills around tasks. • While this may vary from lesson to lesson, combined student practice time should be at least 40% of the block. • BUILD days are purposefully spent to maximize students practice and review of concepts that they will later see. • Students utilize iReady instruction to practice content skills on their level to continue to push towards grade level.
Math Problem Solving Block	• Problem solving block is set for a specific amount of time and follows a protocol that allows students to do most of the thinking and talking. • Problem solving focuses on students' thinking and representations and not on calculations. • Students have multiple opportunities to listen and learn from their peers and make changes to their own work based on what they learn. • This is also the part of the block where teachers are circulating, actively monitoring and providing consistent feedback to students.

Pillars of EFC Math Program:

1. Conceptual Understanding (Eureka core lesson) 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

From the above tenets the standards for mathematical practice (CCSSI 2010) were derived:

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

The VOE are in service of the three shifts demanded by the Common Core:

1. FOCUS: Focus strongly where the standards focus

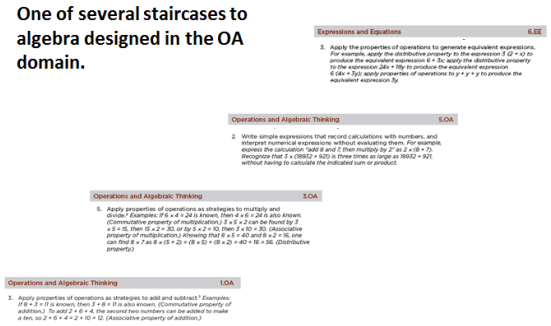
- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
- Focus deeply on what is emphasized in the standards, so that students gain strong foundations.

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
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new concept,, but an extension of previous learning.

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

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

- 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

Instructional Principle Mastery and Engagement:

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.

Instructional Principle Acceleration and Engagement:
Math BUILD Days and iReady Instruction

Purpose: Lessons are devoted to concepts and skills for which students have previously demonstrated unacceptable levels of mastery (<65%), evidenced by iReady data, topic quizzes, exit slips, fluency checks, End of Module assessments, 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 discussed 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. Students are receiving instruction or practice based on data which can look like extended practice, engaging in rigorous tasks, or strengthening critical thinking skills through content debriefs and written explanations.

Students are given at least 45 minutes a week to practice just right lessons on iReady instruction. Students are using scratch paper and using the system to reinforce skills that are still challenging for the students.

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.

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.

Instructional Principle Agency and Engagement:

Math Problem Solving:

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 grade-level problem solving approach (Visualize, Represent & Retell, Solve) 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.

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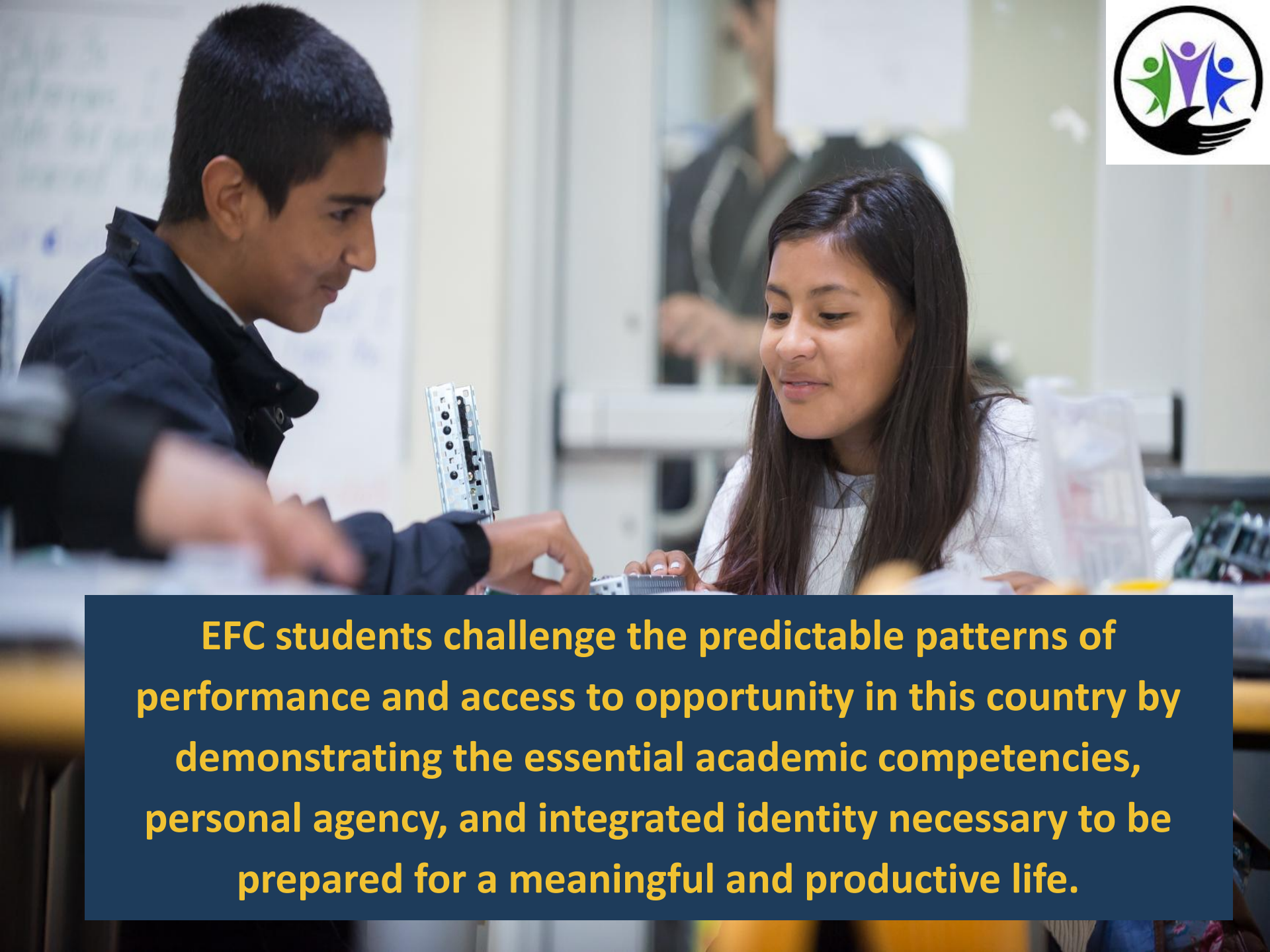
Education *for* Change
Public Schools



Education for Change

Strategic Plan

2023-2027



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.

Attuned produced an org diagnostic report that included outcomes data, instructional quality reviews, and constituent perspectives

Performance data analysis

Review of key organizational data to identify areas of strength, weakness and opportunity

Attuned reviewed data provided by EFC and publicly available performance data from the California State Department of Education (CDE) and other national publications.

Instructional quality review

Quality and equity assessment of specific instructional practices and structures

Attuned reviewed instructional artifacts as well as conducted in-person visits to observe lessons across grade spans and content areas at two EFC campuses.

Constituent perspectives

Surveys and interviews with community, staff and others to collect perspectives on the system's strengths and challenges

Attuned interviewed 10 district leaders, 5 principals, and conducted 3 unique focus groups with high school students, family members, and staff members. We also shared a survey with all stakeholders and received ~660 responses including 196 from students, 268 from family members, and 203 from staff members.

Org Diagnostic Report

Key findings were synthesized into this detailed report covering the organization's strengths and challenges across the following areas:

- Equity centered vision, plan, & monitoring
- Student outcomes
- Student culture and well-being
- Curriculum, instruction, and assessment
- Talent management,development, and well-being

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The diagnostic identified several key strengths

Key strengths

- Stakeholders report that EFC creates a loving, community-centered environment that puts students first.
- The cohort graduation rate (88%) for EFC's 2022 graduating class is higher than the local district and on par with the state, and 92% of 12th graders were accepted to a 4-year university in 2022.
- Over 80% of classrooms offered strong conditions for learning, and suspension rates are low overall.
- Most EFC schools are helping English Learners make progress towards English language proficiency at higher rates than the state and OUSD

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The diagnostic also identified several key challenges

Key gaps

Gaps in student outcomes and experiences

- Less than a quarter of EFC's students met SAT readiness benchmarks in ELA and math and 2022 student achievement on SBAC in ELA (30%) and math (19%) falls below the local district.
- Academic performance varies by school, and there are gaps in student achievement across subgroups.
- Stakeholders share concerns around equity for Black students and staff.
- Chronic absenteeism is high (33% in 2022).

Opportunities for aligned and coherent support

- Staff and central office leaders see opportunities to strengthen alignment and implementation of EFC's instructional vision and further define the role of the central office in relation to the schools.
- High-quality instructional materials are not in use in most ELA classrooms.
- Instruction offers inconsistent opportunities for cognitive engagement.
- School staff express concerns over teacher retention and burnout, and want their voices to be heard by leadership.

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The Strategic Plan Steering Committee identified three strategic priorities to help EFC reach its goals:

Priorities
Organizational Coherence: Clarify and communicate the role of the home office in relation to schools across key levers for school improvement and improve execution of systems and priorities in order to drive outcomes across and within sites.
Rigorous Instruction for All: Build an instructional model that includes research-based and culturally responsive practices and curricula and implement rigorous, intentional, and sustainable systems of support that develop teacher and leader subject matter and pedagogical content knowledge and capacity to improve outcomes for students.
Affirming, inclusive, and engaging school culture: Uphold a culturally responsive environment of high expectations that is affirming, anti-racist, and inclusive of all groups at EFC, with specific attention to groups that are experiencing a lower sense of belonging in service of more equitable outcomes and experiences.

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Each priority has a set of aligned initiatives, that will take place in a sequenced manner over the course of the 5 year plan

#	Description	Lead	Y0 22-23	Y1 23-24	Y2 24-25	Y3 25-26	Y4 26-27	Y5 27-28
SP #2	**Rigorous Instruction for All:** Build an instructional model that includes research-based and culturally responsive practices and curricula and implement rigorous, intentional, and sustainable systems of support that develop teacher and leader subject matter and pedagogical content knowledge and capacity to improve outcomes for students.	CAO						
2.1	Home office leaders, in partnership with principals and teachers and taking into account the unique models at each school, conduct a collective and inclusive curriculum adoption process so that all schools implement high-quality, culturally relevant, research-based curricula in K-8 ELA.	Director of ELA	Design *- K-2 adoption (Knowledge Building Curricula)*	Launch - K-2 (Knowledge Building Curricula) Design *- Curriculum adoption process (fall 23)* *- 3-8 adoption (winter 24)*	Launch - 3-8 curriculum Design - 9-12 curriculum	Monitor	Monitor	Monitor
2.2	Home office leaders refine and principals and coaches implement systems across schools to support teachers to develop their understanding and preparation of curricular lessons and units.	CAO		Design (sprin			Monitor	Monitor
2.3	Home office leaders refine and principals and coaches strengthen observation, development, and feedback systems to develop teachers' ability and efficacy to execute rigorous and engaging lessons across schools.	CAO				Launch	Monitor	Monitor
2.4	Home office leaders refine and principals strengthen data-driven instruction and student work analysis systems to develo capacity and efficacy to respond effectively t understanding.					Design	Launch	Launch
2.5	Home office leaders refine and impleme new teacher development that extends b teachers in their first five years feel suppo content knowledge and instruction.	CAO			Design	Pilot Design Year 2 teachers	Launch *Summer 24-year 2 teachers*	Launch *Summer 25-years 3-5 teachers*
2.6	Home office leaders design and implement training on the science of reading across all grade levels (including for instructional leaders) in order to provide more effective literacy instruction.	CAO			Design	Launch *-Potentially pilot with some grade levels first*	Monitor	
2.7	Home office leaders develop the capacity of schools to increase students' cognitive engagement and cultural competence through embedded and integrated culturally responsive teaching practices.	CAO				Design *- Building home office capacity* *- Leveraging unit & lesson internalization practices*	Launch	Monitor

ILLUSTRATIVE

Each initiative is then broken down into concrete next steps (or deliverables), sequenced over the course of the plan

SP #1	Organizational Coherence: Clarify and communicate the role of the home office in relation to schools across key levers for school improvement and improve execution of systems and priorities in order to drive outcomes across and within sites.				
#	Initiatives/deliverables	Lead	Start Date	Due Date	Complete?
1.1	Home office leaders, in partnership with principals and other site leaders, further decision making clarity between home office and schools (including defining roles and responsibilities) to promote greater equity, collaboration, and consistent outcomes.	CTSO			
1.1.1	With Steerco, facilitate a process to get feedback on decision making clarity around curriculum adoption for K-2, sense of belonging & chronic absenteeism, and some components of DEIA.	CTSO	4/17/2023	5/2023	Complete
1.1.2	With Steerco, stamp decision making clarity for curriculum adoption in K-2, sense of belonging & chronic absenteeism, and some components of DEIA.	CTSO		/2023	Complete
1.1.3	Share outcomes of decision making clarify for curriculum adoption in K-2, sense of belonging & chron absenteeism, and some components of DEIA with principals for feedback and make adjust necessary.			6/16/2023	
1.1.4	Communicate final outcomes around decision making clarity for cur belonging & chronic absenteeism, and DEIA to principals		6/19/2023	6/30/2023	
1.1.5	Establish a working group of principals, site ad termine decision making clarity on 3-8 curri ponents of DEIA, and pain points surfaced	CTSO	8/1/2023	8/31/2023	
1.1.6	Plan and facilitate work ity and rationale for a set of decisions on curriculum adoption a additional components of DEIA	CTSO	9/4/2023	12/15/2023	
1.1.7	Create and administer a s nce and site admin to give input on other pain points determined by SteerCo in g (i.e., what should be standardized, who should make which decisions)	CTSO	10/1/2023	1/15/2024	
1.1.8	Use the same working group or establish a new working group that will provide a recommendation on the decision clarity (incorporating feedback from the survey)	CTSO	12/15/2023	1/15/2024	
1.1.9	Plan and facilitate working group sessions to develop decision clarity and rationale for a set of decisions (i.e.,9-12 curriculum, culture, talent, operations, DEIA, etc)	CTSO	1/15/2024	4/19/2024	
1.1.10	Communicate decisions and/or recommendations and rationale to Superintendent	CTSO	4/19/2024	5/1/2024	
1.1.11	Communicate decisions and rationale to home office and site admin	CTSO	5/1/2024	6/2/2024	

ILLUSTRATIVE

Strategic Priority 1: **Organizational Coherence**

	What are the initiatives that will help us achieve this?	Year initiative launches
1.1	**Clarify the role of the home office:** Home office leaders, in partnership with principals and other site leaders, further decision making clarity between home office and schools (including defining roles and responsibilities) to promote greater equity, collaboration, and consistent outcomes.	Year 1
1.2	**Align systems to the role of the home office:** Home office leaders create aligned systems for implementing and communicating decision making clarity that is responsive, monitored, and improved on over time to ensure stakeholder understanding and investment.	Year 1
1.3	**Communicate, share, and implement the strategic plan:** Home office leaders, in partnership with principals and other site leaders, design and implement a plan to communicate and engage stakeholders in the execution of EFC's strategic plan in order to increase knowledge and investment (e.g., through marketing, communication, revisions of foundational documents, etc.).	Year 1

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Strategic Priority 2: **Rigorous Instruction for All**

	What are the initiatives that will help us achieve this?	Year initiative launches
2.1	**ELA Curriculum Adoption:** Home office leaders, in partnership with principals and teachers and taking into account the unique models at each school, conduct a collective and inclusive curriculum adoption process so that all schools implement high-quality, culturally relevant, research-based curricula in K-8 ELA.	Year 1
2.2	**Unit & lesson internalization systems:** Home office leaders refine and principals and coaches implement systems across schools to support teachers to develop their understanding and preparation of curricular lessons and units.	Year 2
2.3	**Observation & feedback systems:** Home office leaders refine and principals and coaches strengthen observation, development, and feedback systems to develop teachers' ability and efficacy to execute rigorous and engaging lessons across schools.	Year 3
2.5	**New teacher development:** Home office leaders refine and implement systems and structures for new teacher development that extends beyond the first year, so that teachers in their first five years feel supported in their development of content knowledge and instruction.	Year 3
2.6	**Development in the science of reading:** Home office leaders design and implement training on the science of reading across all grade levels (including for instructional leaders) in order to provide more effective literacy instruction.	Year 3
2.4	**Data driven instruction:** Home office leaders refine and principals strengthen data-driven instruction and student work analysis systems to develop teachers' capacity and efficacy to respond effectively to evidence of student understanding.	Year 4
2.7	**Culturally responsive teaching practices:** Home office leaders develop the capacity of schools to increase students' cognitive engagement and cultural competence through embedded and integrated culturally responsive teaching practices.	Year 4

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Strategic Priority 3: Affirming, inclusive, and engaging school culture

What are the initiatives that will help us achieve this?		Year initiative launches
3.1	**Communicate DEI Commitments:** Home office leaders, in partnership with stakeholders, launch and communicate the shared vision and commitments for diversity, equity, inclusion, and anti-racism that will foster a diverse, equitable, and inclusive community for students, families, and staff.	Year 1
3.3	**Increase sense of belonging and reduce chronic absenteeism:** Home office leaders, in partnership with stakeholders, design and implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism, with a focus on specific subgroups of students.	Year 1 (pilot)
3.2	**Align Systems to DEI Commitments:** Home office leaders, in partnership with stakeholders, research and create an actionable and integrated plan to implement shared vision and commitments for DEIA with clear systems and structures so that the commitments live across the organization.	Year 2 (pilot)

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APPENDIX

- Link to Strategic Plan initiative deliverables.

May 6, 2026

Larissa Adam
Superintendent
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621

Sent via Email

Re: Education for Change

To whom it may concern,

Education for Change, which includes Achieve Academy, ASCEND, Cox Academy, Epic Charter, Latitude 37.8 High, Lazear Charter Academy, and Learning Without Limits, has been a member of the El Dorado County Charter SELPA since July 2011. Education for Change is an organizational member in good standing and has demonstrated the commitment and capacity to function as LEAs for special education services.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Assistant Superintendent

GQ:lc

2718971

State of California

SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 2 2005

Kevin Shelley

Secretary of State

Sec/State Form CE-107 (rev. 1/03)

OSP 03 80510

2718971

ARTICLES OF INCORPORATION
OF
EDUCATION FOR CHANGE

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JAN 21 2005

KEVIN SHELLEY
Secretary of State

ARTICLE I

The name of this corporation is Education for Change.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code").

ARTICLE III

The name and address in this state of this corporation's initial agent for the service of process is Desten Broach, 485 Boulevard Way, Oakland, CA 94610.

ARTICLE IV

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the

publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member, if any, of this corporation, or any other private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Code.

DATED: January 20 2005

Desten Broach, Incorporator



California Secretary of State

Business Programs Division
1500 11th Street, Sacramento, CA 95814

Request Type: Certified Copies
Entity Name: EDUCATION FOR CHANGE
Formed In: CALIFORNIA
Entity No.: 2718971
Entity Type: Nonprofit Corporation - CA - Public Benefit

Issuance Date: 05/19/2026
Copies Requested: 1
Receipt No.: 013780292
Certificate No.: 459635526

Document Listing

Reference #	Date Filed	Filing Description	Number of Pages
B4655-2050	05/13/2026	Amendment	1

** **** ****** ******** End of list ******** ****** **** **

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, do hereby certify on the Issuance Date, the attached document(s) referenced above are true and correct copies and were filed in this office on the date(s) indicated above.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California on May 19, 2026.

SHIRLEY N. WEBER, PH.D.
Secretary of State

To verify the issuance of this Certificate, use the Certifcate No. above with the Secretary of State Certification Verification Search available at bizfileOnline.sos.ca.gov.

B4655-2050 05/13/2026 5:00 PM Received by California Secretary of State

For Office Use Only
-FILED-
File No.: BA20261075024
Date Filed: 5/13/2026

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Education for Change, a California nonprofit public benefit corporation, with California Entity Number 2718971.

2. Article V of the Articles of Incorporation of this Corporation is amended to read as follows:

   Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 4.30.26

Larissa Adam, President

Date: 4/30/26

Sundar Chari, Secretary

4903-2429-5072, v. 1

education for change

PUBLIC SCHOOLS

BYLAWS

of

EDUCATION FOR CHANGE PUBLIC SCHOOLS

Revised August 5, 2020

TABLE OF CONTENTS

		Page
ARTICLE I -- PRINCIPAL OFFICE		2
ARTICLE II -- MEMBERSHIP		2
ARTICLE III -- BOARD OF DIRECTORS		2
Section 1.	Powers	2
Section 2.	Number and Qualification of Directors	2
Section 3.	Limitations on Interested Persons	2
Section 4.	Selection and Term of Office of Directors	3
Section 5.	Vacancies	3
Section 6.	Resignation and Removal	3
Section 7.	Annual Meetings	3
Section 8.	Special Meetings	3
Section 9.	Notice	3
Section 10.	Waiver of Notice	3
Section 11.	Quorum	4
Section 12.	Action Without a Meeting	4
Section 13.	Telephone and Electronic Meetings	4
Section 14.	Standard of Care	4
A.	General	4
B.	Investments	5
Section 15.	Inspection	5
Section 16.	Director Compensation	5
Section 17.	Executive Compensation Review	5
ARTICLE IV -- COMMITTEES		6
Section 1.	Board Committees	6
Section 2.	Advisory Committees	6
Section 3.	Audit Committee	6
Section 4.	Meetings	7
A.	Of Board Committees	7
B.	Of Advisory Committees	7

ARTICLE V -- OFFICERS 7
Section 1. Officers 8
Section 2. Election 8
Section 3. Removal 8
Section 4. Resignation 8
Section 5. Vacancies 8
Section 6. President 8
Section 7. Vice President 8
Section 8. Secretary 8
Section 9. Treasurer 8

ARTICLE VI -- CERTAIN TRANSACTIONS 9
Section 1. Loans 9
Section 2. Self-Dealing Transactions 9
Section 3. Approval 9

ARTICLE VII -- INDEMNIFICATION AND INSURANCE 9
Section 1. Right of Indemnity 9
Section 2. Approval of Indemnity 10
Section 3. Advancing Expenses 10
Section 4. Insurance 10

ARTICLE VIII -- MISCELLANEOUS 10
Section 1. Fiscal Year 10
Section 2. Contracts, Notes, and Checks 10
Section 3. Annual Reports to Directors 11
Section 4. Required Financial Audits 11
Section 5. Electronic Transmissions 12
Section 6. Amendments 12
Section 7. Governing Law 12

BYLAWS
of
EDUCATION FOR CHANGE

ARTICLE I
PRINCIPAL OFFICE

The principal office of this corporation shall be located in the county of Alameda, California.

ARTICLE II
MEMBERSHIP

The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE III
BOARD OF DIRECTORS

Section 1. Powers. This corporation shall have powers to the full extent allowed by law. All powers and activities of this corporation shall be exercised and managed by the Board of Directors of this corporation directly or, if delegated, under the ultimate direction of the Board.

Section 2. Number and Qualification of Directors. The number of directors shall be not less than five nor more than thirteen, with the exact authorized number of directors to be fixed from time to time by resolution of the Board of Directors. Two of the seats on the Board will be reserved for representatives from the EFCPS Family Leadership Council. The Family Leadership Council membership will nominate two representatives to be recommended to the Board of Directors.

Section 3. Limitations on Interested Persons. At all times, not more than 49% of the directors of this corporation may be interested persons. An interested person means either:

(a) any person currently being compensated by this corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director in his or her capacity as director; or

(b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. Selection and Term of Office of Directors. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors. Each director, except for the Family Leadership Council representatives, shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. The Family Leadership Council representatives shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until a successor director has been designated and qualified.

Section 5. Vacancies. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 6. Resignation and Removal. Resignations shall be effective upon receipt in writing by the Board Chairman (if any), the Secretary, or the Board of Directors of this corporation, unless a later effective date is specified in the resignation. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 5.

Section 7. Annual Meetings. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act and Education Code Section 47604.1.

Section 8. Regular Meetings. Regular meetings of the Board of Directors, including annual meetings, shall be held within the physical boundaries of Alameda County at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The

agenda shall be posted at a physical location within Alameda County and on the homepage of the Corporation website with a direct and prominent link.

Section 9. Special Meetings. Special meetings of the Board of Directors may be called by the Board Chairman (if any), or a majority of the Board of Directors, and noticed in accordance with Section 9. If a Board Chairman has not been elected then the President is authorized to call a special meeting in place of the Board Chairman. The party calling a special meeting shall determine the place, date, and time thereof.

Section 10. Notice of Special Meetings. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. The agenda shall be posted at a physical location within Alameda County and on the homepage of the Corporation website with a direct and prominent link. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 11. Quorum. A majority of the total number of directors then in office shall constitute a quorum, provided that in no event shall the required quorum be less than one-fifth of the authorized number of directors or two directors, whichever is larger. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as otherwise provided in these Bylaws or in the California Nonprofit Public Benefit Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a

majority of the required quorum for such meeting.

Section 12. Teleconference Meetings. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of Alameda County;
b. All votes taken during a teleconference meeting shall be by roll call;
c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 14. Standard of Care.

A. General. A director shall perform the duties of a director, including duties as a member of any Board Committee on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

(i) one or more officers or employees of this corporation whom the director believes to be reliable and competent as to the matters presented;

(ii) counsel, independent accountants, or other persons as to matters which the director believes to be within such person's professional or expert competence; or

(iii) a committee upon which the director does not serve, that is composed exclusively of any or any combination of directors, persons described in paragraphs (i), or persons described in paragraph (ii) as to matters within its designated authority, provided that the director believes such Committee merits confidence; so long as in any such case, the director acts in good

faith after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article VI below, a person who performs the duties of a director in accordance with this Section shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which a corporation, or assets held by it, are dedicated.

B. Investments. Except with respect to assets held for use or used directly in carrying out this corporation's public or charitable activities, in investing, reinvesting, purchasing or acquiring, exchanging, selling, and managing this corporation's investments, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of this corporation's capital. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to this corporation.

Section 15. Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents, and to inspect the physical properties of this corporation. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney.

Section 16. Director Compensation. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director, such as for attending meetings of the Board and Board Committees.

Section 17. Executive Compensation Review. The Board of Directors (or a Board Committee) shall review any compensation packages (including all benefits) of the President or the chief executive officer and the Treasurer or chief financial officer, regardless of job title, and such other officers as may be required by law or which shall be so designated by resolution of the Board of Directors from time to time, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation.

ARTICLE IV
COMMITTEES

Section 1. Board Committees. The Board of Directors may, by resolution adopted by a majority of the directors then in office, create any number of Board Committees, each consisting of at least one director, and no one who is not a, to serve at the pleasure of the Board. Appointments to any Board Committee shall be by a majority vote of the directors then in office. Board Committees may be given all the authority of the Board, to the extent provided in the Board of Directors' resolution, except for the powers to:

(a) set the number of directors within a range specified in these Bylaws;

(b) elect directors or remove directors without cause;

(c) fill vacancies on the Board of Directors or on any Board Committee;

(d) fix compensation of directors for serving on the Board or any Board Committee;

(e) amend or repeal these Bylaws or adopt new Bylaws;

(f) adopt amendments to the Articles of Incorporation of this corporation;

(g) amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;

(h) create any other Board Committees or appoint the members of any Board Committees; or

(i) approve any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation.

(j) approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 2. Advisory Committees. The Board of Directors may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of directors or non-directors and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Board Committees, and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Education for Change Public Schools will operate a Family Leadership Council and a Staff Leadership Council which will meet regularly with the President to advise on EFCPS and send delegates to Board meetings to advise the Board as needed.

Section 4. Meetings.

Meetings and actions of committees shall be governed by and held and taken in accordance with the provisions of Article III of these Bylaws concerning meetings and actions of the Board of Directors, with such changes in the content of those Bylaws as are necessary to substitute the Board Committee and its members for the Board of Directors and its members. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any Board or Advisory Committee not inconsistent with the provisions of these Bylaws.

ARTICLE V
OFFICERS

Section 1. Officers. The officers of this corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The corporation may also have, at the discretion of the directors, a Board Chairman and a Vice-Chairman. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President or Board Chair. Except for the Board Chairman and Vice-Chairman, officers shall not also be directors (Board members).

Section 2. Election. The officers of this corporation shall be elected annually by the Board of Directors, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. Removal. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board of Directors or by an officer on whom such power of removal may be conferred by the Board of Directors.

Section 4. Resignation. Any officer may resign at any time by giving written notice to this corporation. Any resignation shall take effect on receipt of that notice by any other officer than the person resigning or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of this corporation under any contract to which the officer is a party.

Section 5. Vacancies. A vacancy in any office for any reason shall be filled in the same manner as these Bylaws provide for election to that office.

Section 6. Board Chairman. If a Board Chairman is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Board Chairman is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Board Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7. President. The President, also known as the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 8. Secretary. The Secretary shall supervise the keeping of a full and complete record of the proceedings of the Board of Directors and its committees, shall supervise the giving of such notices as may be proper or necessary, shall supervise the keeping of the minute books of this corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 9. Treasurer. The Treasurer, also known as the Chief Financial Officer, shall supervise the charge and custody of all funds of this corporation, the deposit of such funds in the manner prescribed by the Board of Directors, and the keeping and maintaining of adequate and correct accounts of this corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

ARTICLE VI
CERTAIN TRANSACTIONS

Section 1. Loans. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such director or officer so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 2. Contracts with Directors. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association,

or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Section 3. Contracts with Employees. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE VII
INDEMNIFICATION AND INSURANCE

Section 1. Right of Indemnity. To the fullest extent allowed by Section 5238 of the California Nonprofit Public Benefit Corporation Law, this corporation may indemnify its agents, in connection with any proceeding, and in accordance with Section 5238. For purposes of this Article, "agent" shall have the same meaning as in Section 5238(a), including directors, officers, employees, other agents, and persons formerly occupying such positions; "proceeding" shall have the same meaning as in Section 5238(a), including any threatened action or investigation under Section 5233 or brought by the Attorney General; and "expenses" shall have the same meaning as in Section 5238(a), including reasonable attorneys' fees.

Section 2. Approval of Indemnity. On written request to the Board of Directors in each specific case by any agent seeking indemnification, to the extent that the agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d). Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the proceeding, whether, in the specific case, the agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c), and, if so, may authorize indemnification to the extent permitted thereby.

Section 3. Advancing Expenses. The Board of Directors may authorize the advance of expenses incurred by or on behalf of an agent of this corporation in defending any proceeding prior to final disposition, if the Board finds that:

(a) the requested advances are reasonable in amount under the circumstances; and

(b) before any advance is made, the agent will submit a written undertaking satisfactory to the Board to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article.

The Board shall determine whether the undertaking must be secured, and whether interest shall accrue on the obligation created thereby.

Section 4. Insurance. The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, and such insurance may provide for coverage against liabilities beyond this corporation's power to indemnify the agent under law.

ARTICLE VIII
MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of this corporation shall end each year on June 30.

Section 2. Contracts, Notes, and Checks. All contracts entered into on behalf of this corporation must be authorized by the Board of Directors or the person or persons on whom such power may be conferred by the Board from time to time, and, except as otherwise provided by law, every check, draft, promissory note, money order, or other evidence of indebtedness of this corporation shall be signed by the person or persons on whom such power may be conferred by the Board from time to time.

Section 3. Annual Reports to Directors. Within 120 days after the end of this corporation's fiscal year, the President shall furnish a written report to all directors of this corporation containing the following information:

(a) the assets and liabilities, including the trust funds of this corporation, as of the end of the fiscal year;

(b) the principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) the revenue or receipts of this corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) the expenses or disbursements of this corporation, for both general and restricted purposes, for the fiscal year; and

(e) any transaction during the previous fiscal year involving more than $50,000 between this corporation (or its parent or subsidiaries, if any) and any of its directors or officers (or the directors or officers of its parent or subsidiaries, if any) or any holder of more than ten percent of the voting power of this corporation or its parent or subsidiaries, if any, or any of a number of such transactions in which the same person had a direct or indirect material financial interest, and which transactions in the aggregate involved more than $50,000, as well as the amount

and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any director or officer of this corporation. For each transaction, the report must disclose the names of the interested persons involved in such transaction, stating such person's relationship to this corporation, the nature of such person's interest in the transaction and, where practicable, the value of such interest.

The foregoing report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of this corporation that such statements were prepared without an audit from the books and records of this corporation. The report and any accompanying material may be sent by electronic transmission in compliance with Article VIII, Section 5 of these Bylaws.

Section 4. Required Financial Audits. This corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of $2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Whether or not they are required by law, any audited financial statements obtained by this corporation shall be made available for inspection by the Attorney General and the general public within nine months after the close of the fiscal year to which the statements relate, and shall remain available for three years (1) by making them available at this corporation's principal, regional, and district offices during regular business hours and (2) either by mailing a copy to any person who so requests in person or in writing or by posting them on this corporation's website.

Section 5. Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions *from* the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions *to* the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

Section 6. Amendments. Proposed amendments to these Bylaws shall be submitted in writing to the directors at least one week in advance of any Board meeting at which they will be considered for adoption. The vote of a majority of the directors then in office shall be required to adopt a bylaw amendment.

Section 7. Governing Law. In all matters not specified in these Bylaws, or in the event these Bylaws shall not comply with applicable law, the California Nonprofit Public Benefit Corporation Law as then in effect shall apply.

CERTIFICATE OF SECRETARY

I certify that I am presently the duly elected and acting Secretary of Education for Change, a California nonprofit public benefit corporation, and that the above Bylaws are the Bylaws of this corporation as adopted by the board of directors on April 19th, 2005 and amended on August 5, 2020.

DATED: 8/5/20

Sundar Chari, Secretary

CONFLICT OF INTEREST CODE

Revised 8.12.21

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Education for Change hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, and all other designated employees of Education for Change ("Charter Management Organization"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter Management Organization, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated employees are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business

entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter Management Organization: All Statements shall be supplied by the Charter Management Organization. All Statements shall be filed with the Charter Management Organization. The Charter Management Organization's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter Management Organization decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter Management Organization Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Employees

I. Persons occupying the following positions are designated employees of the Charter Management Organization ("CMO") and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)

B. Corporate Officers (President, Treasurer, and Secretary)
C. CMO Leadership Reporting Directly to Governing Board (Superintendent of Schools)
D. CMO Management Team Reporting Directly to CMO Leadership (Assistant Superintendent of Schools, Chief Strategy Officer, Chief Academic Officer, Director of Site Operations)
E. Charter School Principals
F. Charter School Assistant Principals
G. Director of Human Resources
H. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. CMO Directors or Managers in the functions of Finance, Human Resources, Data, Special Education, or Instruction (Director of Human Resources, Payroll Manager, Director of Special Projects, Director of Student Support Services, Director of Data & Analysis, Director of Early Literacy, Director of Mathematics, Director of ELA/ELD, Director of Extended Learning)

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. CMO Directors or Managers in the functions of Technology, Staff Recruitment, or Student Recruitment, (Director of Talent Acquisition,, Director of IT)

[1] The Charter Management Organization Superintendent may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter Management Organization Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter Management Organization Chief Executive Officer. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter Management Organization Chief Executive Officer. Investments include the interests described in Category 1.

education for change
PUBLIC SCHOOLS

Guidebook for

EFC Family Leadership Councils

Table of Contents

1. Background and Purpose: Why Family Partnerships are Important 2
2. Basic Structure of the EFC Family Leadership Councils 4
3. Invitation to Families 6
4. Election of Classroom Representatives 8
5. Monthly Family Leadership Council Meetings 9
6. Classroom Partnership 11
7. Building an Equity Leadership Culture through 1-1s 11
8. Community Organizing 12
9. Celebration/Recognition for Family Leaders 13

Background and Purpose

Research shows that strong home-school partnerships are important for student academic achievement[1] and for teacher retention[2]. 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 twenty years of community organizing in Oakland schools has proven this perception to be false.[3] The purpose of the EFC Family Leadership Council Guidebook is to provide a helpful structure that encourages close relationships between parents and educators, promotes shared decision-making within schools, and leverages the strengths and resources of the community in service of the students. This guidebook is anchored in EFC's Family Engagement Rubric and our Theory of Action regarding family partnership.

Theory of Action Regarding Family Partnership

Grounded in our values of Inclusive, Connected, Interdependent Learners, we believe that children are more likely to thrive when families and school staff work together as **equal partners**. We believe that our children are more likely to thrive when…

- Educators make an intentional effort to build trusting relationships with families;
- Educators engage in work to explore their own identity and cultural competence, and are mindful of these dynamics as they build relationships and communicate with families;
- Families and educators engage in frequent two-way communication using the structures most accessible to each family;
- Families are encouraged to share their hopes and goals for their children;
- Educators have frequent opportunities to learn from and further develop families' skills and knowledge regarding how to support their children's learning;
- Families have meaningful opportunities to be part of the fabric of the school (eg. through celebrations of learning, leadership roles, volunteering, employment, etc.);
- Schools provide structured time for all of the aforementioned activities.

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[1] Henderson and Mapp, A New Wave of Evidence

[2] Futernick/West Ed Study

[3] Annenberg study

Necessary Conditions

All parents can play a critical role in their children's education if the right conditions exist:

1) The entire school staff—principal, teachers, office manager, security guard and lunch lady—value parents as partners;

2) Teachers, administrators and classified staff adopt behaviors that are welcoming to families, and reach out when things are going well, as well as when there is a problem;

3) The school creates structures to support Family leadership development;

4) The school allocates resources for parental involvement, such as funding for a parent coordinator position; routine translation of written communications; translation for parent meetings; childcare for meetings; and scheduling meetings/events at times when parents are able to come; and

5) The school intentionally connects families to resources and services designed to support and promote healthy families and communities.

Core Beliefs

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

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

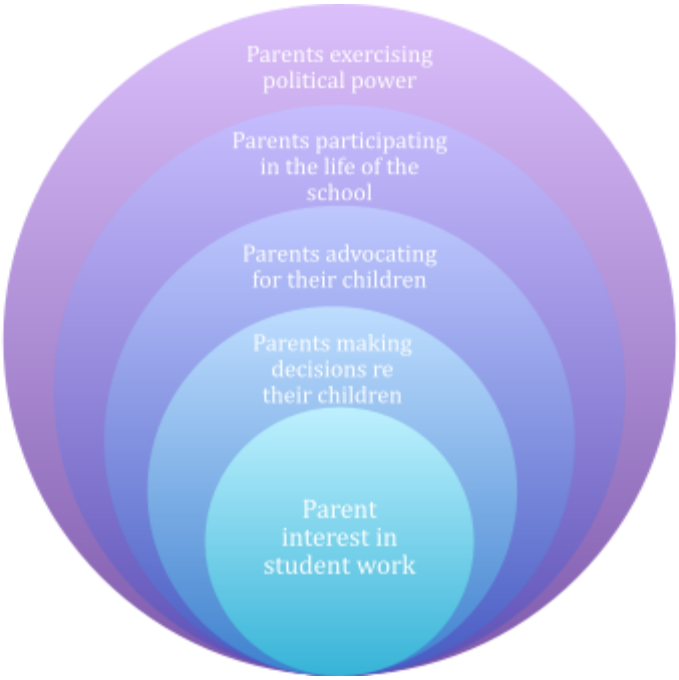
We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning[4]. We expect parents to show interest in their student's work; to make decisions about their children's education; to advocate on behalf of their children; to share in the day to day life of the school as volunteers and decision makers; and to build political will in the larger community to protect and advance the interests of our students and the school.

The Bulls Eye of High Leverage Parental Activities

Affluent parents move with agility among diverse spheres of activities, and our goal is for *all* parents to feel confident and competent in doing the same. The Family Leadership Council structure is designed to support parents to act as full partners in their child's education. Below is a graphic representing parent activities associated directly or

[4] Beyond the Bake Sale

indirectly with student academic growth.[5] The strongest association is for "Parent Interest in Student Work."



Basic Structure of the EFC Family Leadership Councils

Purpose and Function:

The Family Leadership Council is a group of family leaders representing every classroom in the school; it meets monthly with the principal. The Family Leadership Council helps set the direction of the school, becoming familiar with school achievement data, and participating in programmatic decisions. The family leaders provide a dynamic link between the classroom and the home, working closely with the school's educators and with other parents from their child's class. Family Leadership Council representatives help the school to conduct meetings, workshops, and events with the parent community during the school year. When necessary, the Family Leadership Council takes on outside issues that impact the families in the school, such as public safety and other neighborhood concerns. The Family Leadership Council might also take on issues that arise with the Alameda County Department of Education, the Oakland Unified School District, as necessary, acting as advocates for the school. Family Leadership Council leaders also fundraise for the school.

5

Organization:

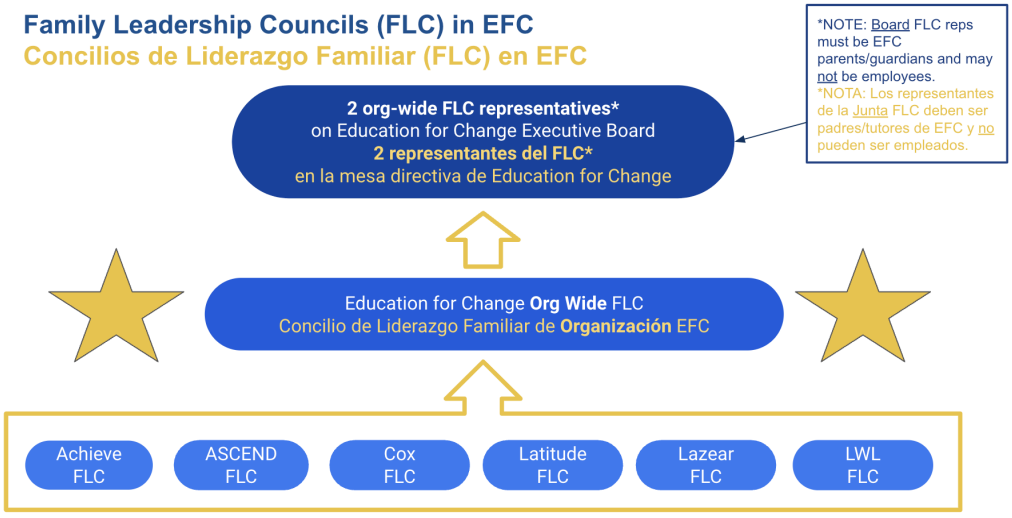
The Family Leadership Council consists of one or more representatives for every classroom in the school. The Family Leadership Council members are elected by each classroom's parents on back to school night. If a class fails to elect a Family Leadership Council representative on back to school night, then the teacher will recommend a parent to represent his/her class. The Family Leadership Council meets once a month with the principal. The site Principal collaborates with the school Family Coordinator to plan and facilitate the meetings, with parent leaders stepping up to co-facilitate agenda items.

Family Leaders Build a Classroom Constituency

Family leaders are charged with representing the families from their classroom, so they must develop the practice of listening to other parents. They bring information, concerns and discussions from the classroom to the council, and from the council to the classroom. Family leaders are trained in the practice of "1-1" visits as a way to build and maintain strong relationships with other parents; see page 12 for more information about "1-1's." Periodically, family leaders hold classroom meetings, which are co-planned with the teacher.

Connection to the EFC Regional Council and Governing Board

The Family Leadership Council from each EFC school elects two representatives to the EFC-wide Family Leadership Council, which meets with the Superintendent of EFC on a monthly basis. The EFC-wide Family Leadership Council elects a parent representative to the EFC Governing Board. Below is a chart of the structure:



Invitation to Families

Role of the School, Role of the Family

In the book *Beyond the Bake Sale*, Karen Mapp and Anne Henderson argue that the primary responsibility for building a partnership between home and school lies with the school staff, especially school leaders.[6] This is because there are "lopsided" power dynamics between teachers and principals, who are education professionals, and parents, who are not. The power difference becomes magnified when educators come from a different racial, cultural or economic background than the parents. Mapp and Henderson observe that "reaching out" is easier for educators than "reaching in" is for parents.[7]

Parents are more likely to participate in their children's education if they feel invited by school staff and by their child; if they believe their involvement will help; and if the culture of the school and of the community expects parents to be involved. This cultural expectation can be thought of almost as a "job description" for parents. Interestingly, teachers also need to feel invited by their peers in order to be comfortable reaching out to families.[8]

The most effective invitation to parents is always personal. Sending home a letter is rarely enough for parents to feel genuinely welcomed and needed. Teacher phone calls, and/or a personalized student note, are good ways to follow-up a on a letter. Below is text for a one-page Family Leadership Council flyer, which can be given to families prior to back to school night. It is based on a document used by ASCEND.

BE A FAMILY LEADER AT (Name of school)!

- **Who is on the Family Leadership Council?**
  - Elementary: 2 or more parents from each classroom
  - Middle School: 4 or more parents from each grade level
  - Family Leaders are selected by their peers in each classroom during Back to School Night

- **What does the Family Leadership Council do?**

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[6] Anne T. Henderson and Karen L. Mapp, *Beyond the Bake Sale*

[7] Anne T. Henderson and Karen L. Mapp, *Beyond the Bake Sale*

[8] IBID

- Family Leaders are a “bridge” between teachers and other parents – they support both parties to communicate with each other (through one-on-one meetings, phone calls, and co-facilitation of grade level parent meetings)
- Family Leaders participate in analysis and discussion of school data and our instructional program in order to set budget priorities. Their recommendations, along with those of the staff, are forwarded to the EFC Regional Family Leadership Council, and the EFC Governing Board during budget planning. The Family leaders are also consulted for input on any major issue facing the school (safety, academic program, etc.)
- Family leaders choose 1-2 community issues to focus on for the year. For example, leaders might choose to work with city officials to improve traffic safety around the school.
- Some Family leaders also participate in meetings, leadership training sessions, and community actions with partner organizations, such as OCO.
- Family leaders help to organize and/or volunteer at events such as the Exposition of Student Learning, student registration, and school festivals.
- The Family Leaders Fundraising Committee raises money for fieldtrips. This group raises money through food sales at events such as the Exposition of Student Learning and through sales of various items throughout the year. The fundraising committee fundraises for every grade, not just for the grades represented by its members.

- **How often do the Family leaders meet?**
  - The entire Family Leadership Council meets once a month, with additional meetings scheduled as needed in order to organize major events.

- **Who sets the agenda for and facilitates Family Leadership Council meetings?**
  - The meetings are co-planned and co-facilitated by a team consisting of the principal and 3-4 Family leaders. They meet one week prior to the Family Leadership Council meeting to set the agenda and designate meeting roles and responsibilities.

- **What are our goals for the future?**
  - A greater emphasis on formal training in leadership, with a particular focus on meeting facilitation.

If for some reason, not enough Family leaders are selected during back to school night for every grade level, then teachers can nominate parents to represent their classrooms on the Family Leadership Council. Here is a sample letter that ASCEND uses for this purpose:

[DATE]

Dear _____,

I am writing you because you have been recommended by your child's teacher to represent _____'s class as a parent leader. Our family leaders group meets one Thursday a month from 6 p.m. to 7:15 p.m. to work on issues that will improve ASCEND School and make it a great place for our kids to learn. At these meetings, we work together to fund raise for specific grades as well as the whole school, identify ways that we can get more parents involved in classroom and school-wide activities, learn more about how ASCEND students are doing academically, and work on issues that affect all students (like traffic safety, or school cleanliness).

The responsibilities of being a classroom representative are:

- ➢ Attending our once a month meetings
- ➢ Helping 3-4 times per year to call about 10 parents in your child's classroom to invite them to participate in class or school events
- ➢ Communicating with your child's teacher regularly to see if there are any issues to address in your child's grade level

Our first meeting is on Thursday, September 22, from 6:00 to 7:15 p.m. in Room 202. We will have childcare and dinner will be provided. This will be an important meeting where family leaders will discuss and decide on the direction of ASCEND in the future.

Please indicate below if you would do us the honor of serving as your child's classroom representative this year, and return the bottom part of this letter to the office. We hope that you will join us!

Sincerely,

[Principal]

✂----------✂

Parent Name: _____ Child's name: _____

❑ Yes, I will represent _____'s class as a parent leader this year.

❑ No, I will not be able to represent _____'s class as a parent leader this year.

Election of Classroom Representatives

Back to school night should start with a whole school meeting where the principal welcomes families, introduces teachers, briefly talks about the goals for the year, and describes the Family Leadership Council.

During the classroom portion of back to school night, set aside ten minutes for the election of parent representatives. Make a warm invitation, clearly describing the duties of family leaders (attend monthly meeting, make phone calls) and offer to support the people who take on this role.

Write the names of the people willing to participate on a whiteboard or chart paper. There should be at least one person, but as many as four are welcome, if you have an enthusiastic group. Ask parents to vote "Yes" or "No" on slips of paper, indicating if they agree for the parents who have volunteered to be their representatives. If there are more than four parents who want to be on the council, ask everyone to vote by writing four names on the paper. Count the ballots immediately and announce the outcome. If someone volunteered but was not elected, talk to that person afterward, and offer to help them find another way to participate with the class or school.

Monthly Family Leadership Council Meetings

The Family Leadership Council meetings are co-planned and co-facilitated by the principal and Family Coordinator, with input from family leaders.

Timing of meeting

The Family Leadership Council meetings should be held at a time that is convenient for families.

Food and Childcare

Ask people to come early if there will be food at the meeting, or if they need to take their children to childcare, so that the meeting can start within 5 minutes of the start time on the agenda. It is essential to always start on time, even if not every parent has arrived. This will establish discipline in the group and encourage regular attendance at the meetings.

Timeline of topics

There is a reciprocal nature to the Family Leadership Council. The principal generates topics that are related to the school program and follow a predictable timeline that can be scheduled in advance. Family leaders will also generate topics, and these are not as predictable, although the basic practice of listening to others before and after meetings creates a predictable pattern for parent activity and learning.

Here are some ideas for topics that will position Family leaders to be able to make recommendations at the appropriate times in the budget cycle for EFC Schools, to fundraise, and to address community issues that directly impact the school. Care should be taken to allow parents to choose topics and shape the agendas, finding a balance between the necessary timeline for program and budget decisions, and the interests and passion of parents. Teachers will plan some events, such as data nights or science nights, with parents playing a supportive role.

September:

1. Community building with new and returning FLC members.

2. Lead families in analyzing school wide achievement data (Early Literacy, SBAC, and school culture data from the previous school year); connect the data to plans for the current school year, and solicit input regarding ways to partner with families to address areas of need.

October:

1. Study subgroup achievement data, with a focus on those who are performing below grade level. Connect the data to plans for the current school year.
2. Lead families in identifying advocacy focus areas for the year (eg. neighborhood safety)

November:

1. Analyze T1 academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to work on previously identified advocacy issue(s).

December:

1. Winter Celebration

January:

1. Preview February-May site planning process, educating families on how they will provide input.
2. Continue to work on previously identified advocacy issue(s).

February:

1. Analyze midyear academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to work on previously identified advocacy issue(s).

March:

1. Discuss program and budget recommendations for next year; connect to data analyzed at previous meetings.
2. Continue to work on previously identified advocacy issue(s).

April:

1. Analyze T2 academic and school culture progress data, connect the data to initiatives being implemented in the current school year, and identify ways to partner with families to address areas of need.
2. Continue to discuss program and budget recommendations, based on academic and school culture data.
3. Continue to work on previously identified advocacy issue(s).

May:

1. Finalize program and budget recommendations, based on academic and school culture data.
2. Continue to work on previously identified advocacy issue(s).

June:

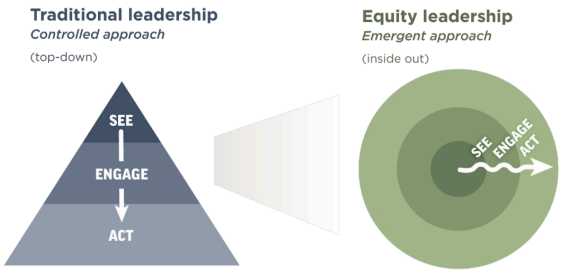
1. Celebration and recognition of family leaders

Classroom Partnership

The family leaders and the classroom teacher will form a team that works closely together over the year. At the beginning of the year, the teacher and parents should get to know each other through one to one conversations and/or small group meetings. The goal is to build trust and a level of comfort that makes it easy to work together. Family leaders support the teacher with classroom projects that require parent participation by activating a parent phone tree. Such projects could include field trips, class parties, fundraisers, parent nights and student led conferences. Family leaders are trained to listen to other parents, engaging them in intentional "one to one" conversations, and can play a mediating role with an angry parent if needed. The goal of the parent leader and the teacher is to build trust and unity by being responsive and respectful to families.

Building an "Equity Leadership" Culture in the School

Unfortunately, most schools function as small bureaucracies nested inside a larger bureaucracy. As a result, almost everyone involved—parents, teachers, students and even the principal—feel powerless to some extent. But schools don't have to function in that way. We can choose to create an Equity Leadership school culture[9].



- SEE: Order & control
- ENGAGE: Top-down
- ACT: Set goals, identify strategies, roll out plans to get "buy-in" -- then direct plans

- SEE: Recognize how inequities are products of systemic oppression
- ENGAGE: Build partnerships with those most impacted, listen to experiences, create authentic distributed leadership
- ACT: Collective experimentation and learning; collaborative (re)-design of opportunity structures

[9] National Equity Project, Host Leadership

The benefits of building an Equity Leadership culture:

- Leaders come to know each other beyond a task-oriented agenda, begin to trust one another, and find room to try new things in new ways
- New people can be engaged around their own interests, rather than finding a way to fit into an existing plan
- The school grows a network of people who know and trust each other, and over time are able to take action in a variety of ways
- There is a stronger, more dynamic, more creative school life.

The practice of "one to one" visits can transform school culture

Doing individual "one to one" meetings is the essential strategy for creating an Equity Leadership school culture over time. Family and educator leaders learn how to use the art of conversation. "One to ones" are not interviews, nor are they focused on a specific task. These conversations represent an exchange of views, judgments, and commitments. They are about uncovering issues, developing relationships and cultivating leaders.[10]

A "one to one" visit is

- A +/- 30 minute face-to-face conversation with another person
- Getting to know another person and being known by that person
- An inquiry into what matters deeply to a person and why
- An opportunity to know the private motivations each person has for doing public action
- A search for leaders with the talent and desire to change a situation
- A way to identify issues the community cares about

Community Organizing

Oakland has a rich history of community organizing and a diverse group of "base-building" community groups involved with public schools. A recent study by the Annenberg Institute for School Reform documents the contributions of community organizing to improve public education in low-performing schools and districts. These contributions include new or upgraded facilities, whole school reform programs, new resources for teaching and curriculum, and new funding for afterschool programs and family support.[9] In addition, community organizing addresses outside issues that directly or indirectly impact schools, such as traffic, violence prevention, affordable housing, jobs, immigration, and health care. Effective school leaders see community organizers as allies, and make time to meet with them.

[10] Annenberg Study

Celebration/Recognition for Family Leaders

Family leaders put in long hours over the course of the year in their efforts to support the school. They are internally motivated to do so, out of love for the children, and a sense of responsibility to the community and to the next generation. While Family leaders are not externally motivated, they should be thanked and recognized for their efforts none-the-less. Simple acts of gratitude, a comment, phone call or note after a big event; and planned group activites such as a party or dinner mid-way through the year, or a picnic at the end of the year are important ways of celebrating the accomplishments of the Family leaders, and signaling that their efforts are noticed and valued by teachers and the principal.

SAFE. READY TO LEARN. RESPONSIBLE. KIND.

Achieve Family Handbook 2026/2027

ACHIEVE VISION

THE ACHIEVE COMMUNITY SUPPORTS ALL STUDENTS TO BECOME LIFELONG LEARNERS AND CRITICAL THINKERS WHO ARE PREPARED TO REACH THEIR FULLEST POTENTIAL. ACHIEVE STUDENTS ARE EMPOWERED PARTNERS IN THEIR EDUCATION, ADVOCATES FOR THEIR COMMUNITY, AND CONFIDENT IN THEIR SENSE OF SELF AND THEIR OWN AGENCY.

ACHIEVE MISSION

THE ACHIEVE COMMUNITY FOSTERS A RIGOROUS LEARNING ENVIRONMENT THAT RECOGNIZES THE BRILLIANCE OF EVERY STUDENT BY CREATING INTENTIONAL OPPORTUNITIES FOR GROWTH, DEVELOPING THE WHOLE CHILD, CULTIVATING SOCIO-EMOTIONAL WELLNESS, AND VALUING THE IDENTITIES OF ALL COMMUNITY MEMBERS.

At Achieve We Believe:

At Achieve Academy, we believe in fostering an environment of acceptance and embracing the diverse identities of all our students, staff, and families. We are unwavering in our commitment to celebrate and value all aspects of identities, including culture, race, ethnicity, home language, LGBTQ+ status, gender expression, and ability.

At Achieve, we actively encourage our students to appreciate and learn about this diversity, as it broadens their horizons and nurtures empathy, compassion, and global citizenship. Our dedicated educators are committed to providing an education that not only equips students with academic knowledge but also nurtures their emotional intelligence to become responsible and caring members of society.

At Achieve we invite all families to join us on this journey of inclusivity, equity, and respect. Together, let's build a community where diversity is cherished, where every child feels empowered.

TABLE OF CONTENTS

School Calendar and Schedule **Page 2-4**	**School Operations** • Arrival & Dismissal • Morning program	**Attendance Expectations** • Independent Study • Absences • Tardies • SART/SARB	**School Safey and Well-Being** • Accidents • Illness • Care and Supervision • Fire, Earthquake and Lockdown Drills
Student Expectations • Behavior • Cell Phones • Cafeteria • Recess • Anti-Bullying Contract • Technology Use	**School Discipline and Restorative Process** • Achieve Approach to addressing behavior • Consequences • Progressive Discipline	**Family Expectations** • Conduct • Visitation Procedures • AnSchool to Home Communications-to-Bullying Contract • Address/Phone Number Updates • Community meetings	**Communication Between School & Home** • Channels of Communication • Addressing Concerns
Health and Medical Accommodations • Student Mental Health Support • IEP/504's • Medications	**Students w/ Unique or Exceptional Needs** • **McKiney -Vento** • **Requesting an SST** • **COST Process** • **Special Education Services**	**After School Program** • Overview • Enrollment • Contact	**Family Engagement and Supports** Family Leadership • Volunteering • School Events • Family Resource Center
Other School Policies • Homework • Home Computers • Lost & Found • Class Assignments • Classroom Celebrations	**California and EFC Policies** • Physical copy available in Achieve Main Office • TK Toileting Policy		

Questions? Need Support? Contact the Achieve Office

- Main Office: 8:30-4:30 pm from Monday-Friday
- Main Office Phone Number 510-904-6400
- Report an absence with at text at 510-978-6401

FY27 TK-5 Student Calendar

								Instructional Days
JULY 2026								0
S	M	T	W	TH	F	S		
			0	0	0	4	Independence Day Observed	
5	0	0	0	0	0	11		
12	0	0	0	0	0	18		
19	0	0	0	0	0	25		
26	0	0	0	0	0			
							53	

								Instructional Days
JANUARY 2027								18
S	M	T	W	TH	F	S		
					0	2	Winter Break	
3	0	2	2	1	1	9	SR: Network/Site-Based	
10	1	1	2	1	1	16		
17	0	1	2	1	1	23	MLK Day	
24	1	1	2	1	1	30		
31								

August 2026								16
S	M	T	W	TH	F	S		
						1		
2	0	0	0	0	0	8	Paid Work Days	
9	2	2	2	1	1	15	Start of School (2 full days)	
16	1	1	2	1	1	22		
23	1	1	2	1	1	29		
30	1							

FEBRUARY 2027								18
S	M	T	W	TH	F	S		
	0	1	2	1	1	6	SR: Network/Site-Based	
7	1	1	2	1	1	13	Spring Conferences	
14	0	1	2	1	1	20	President's Day	
21	1	1	2	1	1	27	End of Marking Period 2	
28								

SEPTEMBER 2026								20
S	M	T	W	TH	F	S		
		1	2	1	1	5		
6	0	1	2	1	1	12	Labor Day	
13	1	1	2	1	1	19		
20	0	1	2	1	1	26	SR: Network/Site-Based	
27	1	1	2				Fall Conferences	

MARCH 2027								21
S	M	T	W	TH	F	S		
	0	0	2	1	1	6	SR: Report Card / Site-Based SR: Network-Based	
7	1	1	2	1	1	13		
14	1	1	2	1	1	20		
21	1	1	2	1	1	27		
28	1	1	2					

OCTOBER 2026								20
S	M	T	W	TH	F	S		
				1	1	3		
4	2	2	2	2	2	10	Fall Conferences	
11	0	1	2	1	1	17	Indigenous Peoples' Day	
18	1	1	2	1	1	24		
25	0	1	2	1	1	31	SR: Network-Based	

APRIL 2027								15
S	M	T	W	TH	F	S		
				1	0	3	Cesar Chavez Day Observed	
4	0	0	0	0	0	10	Spring Break	
11	0	1	2	1	1	17	SR: Network/Site-Based	
18	1	1	2	1	1	24		
25	2	2	2	2	2		Spring Conferences	

NOVEMBER 2026								14
S	M	T	W	TH	F	S		
	1	1	2	1	1	7		
8	1	1	0	1	1	14	End of Marking Period 1 Veterans Day	
15	1	1	2	1	1	21		
22	0	0	0	0	0	28	Fall Break	
29	0						SR: Report Card / Site-Based	

MAY 2027								20
S	M	T	W	TH	F	S		
						1		
2	1	1	2	1	1	8		
9	1	1	2	1	1	15		
16	1	1	2	1	1	22		
23	1	1	2	1	1	29	End of Marking Period 3	
30	0						Memorial Day	

DECEMBER 2026								13
S	M	T	W	TH	F	S		
		0	2	1	1	5	SR: Site-Based	
6	1	1	2	1	1	12		
13	2	2	2	2	2	19	Tier 2 Conferences	
20	0	0	0	0	0	26	Winter Break	
27	0	0	0				Winter Break	

JUNE 2027								2
S	M	T	W	TH	F	S		
		2	2	0	0	5	Last Day of School TBD: Disaster make-up day	
6	0	0	0	0	0	12		
13	0	0	0	0	0	19	Juneteenth Observed	
20	0	0	0	0	0	26		
27	0	0	0					

Important Dates	
August 10, 2026	1st day of School
August 10-August 13, 2025	Minimum Day Schedule
September 7, 2026	No School– Labor Day
September 21, 2026	No School– Staff Work Day
October 5-9, 2026	Minimum Day Schedule– Family Data Meetings (Conferences)
October 12, 2026	No School– Indigenous Peoples Day
October 26, 2026	No School– Staff Work Day
November 11, 2026	No School- Veterans Day
November 23-27, 2026	No School- Fall Break
November 30-December 1, 2026	No School– Staff Work Days
December 14 - 18, 2026	Minimum Day Schedule - Family Data Meetings
December 21, 2026- January 4, 2027	No School– Winter Break
January 5-6, 2027	Minimum Days
January 18, 2027	No School- Martin Luther King Jr. Day
February 1, 2027	No School–Staff Work Day
February 15, 2027	No School- Presidents' Day
March 1-2, 2027	No School– Staff Work Days
April 2-12, 2027	No School–Spring Break
April 26-30, 2027	Minimum Day Schedule - Family Data Meetings
May 31, 2027	No School–Memorial Day
June 2, 2027	Last Day of School

School Day Operations

Instruction starts at 9:00 am for students in ALL grades.

Morning Program:

- Students may be dropped off before school starts at 8:00am.
- School doors open from 8:00 - 8:05. Doors close promptly at 8:05 and students who arrive after 8:05 will not be permitted to enter the building until 8:30.
- Only Students are permitted to enter campus at this time.
- Morning program is supervised by Achieve staff and includes time to eat breakfast, table top activities, and morning calisthenics.

School Arrival:

- Doors open at 8:30 for students and families
- Breakfast is available for all students in the cafeteria at 8:30 (students in the cafeteria only)
- Morning Recess takes place from 8:30-8:55
- Students are not permitted to go to classrooms before 8:55
- Students are expected to be in their classrooms, ready to learn, at 9 am

Dropping Off and Picking Students Up From School:

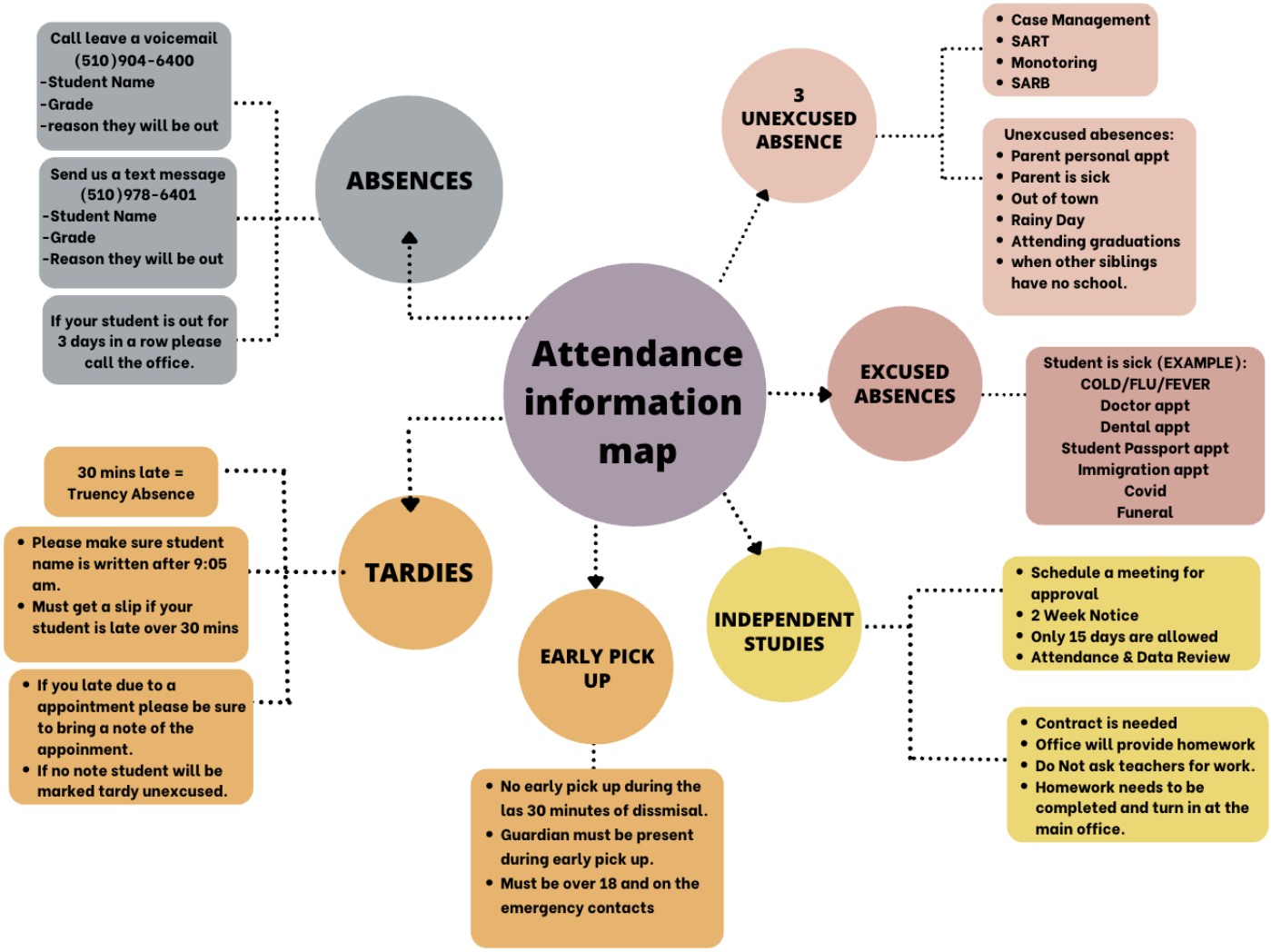
- Families are expected to follow directions from school staff during pick up and dismissal to ensure student safety.
- If you plan on dropping off or picking up your child by car, understand that parking is extremely limited and you will need to wait in a line of traffic
- During arrival (8:00-8:55) and dismissal (3:30-3:45 and 4:00-4:15 and 1:30-2:05 on Mondays and Wednesdays), 17th St. will be a one-way street.
- Double-parking is not allowed and unattended cars will be ticketed.
- Drive no faster than the legal speed (25 mph)
- Unless students waiting for pick up are in the waiting zone in front of the school, cars must keep moving.
- We encourage families to walk to and from school whenever possible
- Use crosswalks when walking across the street.

- Students in all grades TK - 5th are to be picked up from their classrooms.
- Students in grades 3rd-5th can walk to the front to be picked up by an adult or walk home. It is the parents responsibility to establish a pick-up plan with their student and then communicate the plan to the teacher and fill out a form during registration.

Dismissal Times by Grade Level		
	Minimum Days	**Regular Days**
Tk Kinder 1st grade	1:45 pm pick up at classrooms	3:30 pm pick up at classrooms
2nd grade 3rd grade 4th grade 5th grade	2:00 pm pick up at classrooms	3:45 pm pick up at classrooms

Attendance Expectations

In order to support student academic growth, Achieve students **are expected to be on time to school EVERY** day. Please see the image below for a breakdown of our attendance policy.



Independent Studies

- Independent Studies are granted for a maximum of 15 school days unless the student is hospitalized in which case documentation will be required.
- Office approval is required to initiate an Independent Studies contract, please contact the office at least 2 weeks prior to the student's leave to book an appointment and sign the contract.
- All assignments must be completed and returned to the OFFICE on the first day back in order to receive credit.
- If assignment is late or incomplete the absences will remain unexcused and may result in attendance monitoring.
- For more specific info on attendance, please refer to the **EFC Attendance Policy**.

School Safety and Student Well-Being

Accidents

- If student is injured and requires immediate medical attention (ie: major head injury, broken bone, seizures) 911 will be called and guardian will be contacted
- Minor injuries will be assessed, treated by Achieve staff, and students will return to class.

Illnesses

- If a student has a fever of 100 degrees or more, or comes down with any type of sickness that prevents the student from continuing the school day, the student's family will be called. The student will stay in the main office until someone arrives to pick them up.
- Students are not allowed to bring or take medicine (non-prescription or prescription) to school unless they have a "Physician's Request to Dispense Medicine" form signed by a doctor.
- Prescribed medicine must be turned in to the office and should be labeled with the student's name, medicine name, dosage schedule, doctor's name and contact information, and medicine's expiration date. Achieve staff are not permitted to administer non-prescribed medication to students.

Care and Supervision

- If a student is to be kept after school hours for testing, consequences, or restorative conversations for misbehavior, teachers will let families know 24 hours ahead of time.
- Achieve will only release a student to people listed on the student's Emergency Card unless a guardian gives written permission to the office for someone else to pick the student up (ie: an after school play-date or out of town relative)
- At least four adults supervise every recess.
- Students are never allowed in classrooms or offices without an adult.
- All adult visitors are to identify themselves, be buzzed into the building and are required to sign in to the main office upon arrival.
- All visitors to the school must only use the front door for entrance and exit.
- Adults are never permitted in student restrooms.

Fire, Earthquake and Lockdown Drills

- Safety drills (e.g. earthquake, fire, and lockdown) are practiced every month to prepare students for emergencies.
- If an unsafe situation occurs in the neighborhood or upon police advice, Achieve will secure our campus, following our strict protocol. During a secure campus situation, all students and adults on campus quickly and safely move to the nearest room. School staff will not allow any adult or child to enter or exit the school until it has been determined safe to do so. After every secure campus incident, a message will be sent to families via Parentsquare.

Student Expectations

School Rules and Behavior expectations:

Students are expected to follow directions, be safe with their bodies, respect their environments and keep their spaces clean. This applies to recess, cafeteria, bathrooms, hallways and any other space on campus.

- Achieve students adhere to four foundational school rules:
  - **Be Safe:** Safe bodies. Mindful of words and actions.
  - **Be Ready to Learn:** Prepare, participate and show perseverance.
  - **Be Responsible:** Take care of self, school and community.
  - **Be Kind:** Practice caring, empathy, and service.

Anti-Bullying Policy

- Achieve takes bullying very seriously and makes every effort to prevent it from happening and quickly address it when it does occur. All students and families are expected to commit to Achieve's anti-bullying contract.
- Bullying is repetitive physical, verbal, social, and/or cyber harassment over time, which **intentionally** inflicts injury or discomfort upon another person.
- Hate language is not allowed at school. Hate language consists of words used to belittle/ demean/ minimize/ dehumanize people by ethnicity, race, ability, gender, religious beliefs, first language, gender expression, or sexuality with the intent to cause harm or hurt. We take the use of this language very seriously.
- No teasing, threatening, or intimidating is tolerated and teachers/members of the Leadership team will follow up accordingly
- Families should report any incidents of bullying to their child's teacher and the office as soon as possible so proactive measures can be taken.

Cellphones

- Students are not permitted to use cellphones at any time on campus without permission from an Achieve staff member. If a student is using a cell phone without permission, Achieve staff will confiscate the phone. In classrooms, any cell phones that are heard or seen will be confiscated.

  1st Cellphone Offense: Teacher will hold until end-of-day.
  2nd Cellphone Offense: Parent required to pick up phone
  3rd Cellphone Offense: Teacher will turn into office until Guardian and Administrator meets with family to establish a contract

Student Use of Technology

- As Achieve prepares students with 21st century skills, students regularly interact with technology in their classrooms.
- Students are expected to follow all directions from teachers when using technology (programs, times, purpose).
- Inappropriate use or treatment of technology will result in loss of technology privilege.
- Families can find educational apps to support their students' learning on the **Achieve Launch Page**.

Cafeteria/Healthy Food

- Achieve provides free breakfast or lunch for students, free of charge. If parents prefer to send their children with lunch of their own, we encourage healthy choices with treats and chips in moderation. Energy drinks or caffeinated beverages are not permitted.
- Due to California State Law, parents may not eat or sit in the cafeteria with their child during mealtimes and food may not be taken out of the cafeteria.
- If your child brings their own lunch, have them bring it with them in the morning, in a clearly labeled lunch bag, so class is not interrupted. Lunches cannot be stored in the office or by cafeteria staff.
- Due to capacity, students are not permitted to cook or heat lunches (i.e. cup o' noodles.)
- Due to children's food allergies or dietary restrictions, students are discouraged from sharing food.

To support a healthy learning environment, students are expected to bring nutritious snacks and lunches to school. Junk food items such as chips, candy, soda, energy drinks, and large amounts of sugary snacks are not permitted during the school day. We encourage families to send balanced meals and snacks that help students stay focused, energized, and ready to learn.

If a student is seen with prohibited food items:

- The item may be held by staff until the end of the school day.
- Families may be contacted if the issue becomes repeated.
- Repeated incidents may result in additional school-based consequences, such as a reflection conversation or loss of snack privileges during class activities.

We appreciate families partnering with us to promote healthy habits and a positive school environment for all students.

School Discipline and Restorative Process

School Discipline and Restorative Process

- We believe that all our students are capable of positive behavior and prosocial interactions. When students make poor choices, we believe with support and guidance, they can repair the situation and learn to make better choices.
- Our goal is for the vast majority of behaviors to be mediated in the classroom with the teacher, so that learning time is maximized.
- Achieve staff are extensively trained to support positive student behavior by giving precise directions, building positive relationships, using positive narration, and issuing fair and predictable consequences.
- Teachers are expected to follow the 6 R's to mediate misbehavior and allow students multiple opportunities to self-correct and re-engage in instruction.

6 R's

1. Reminder 
2. Redirect
3. Reset 

4. Referral/Reach Out
5. Reflect  
6. Restore 

Restorative Process

Achieve believes that students belong in class and learn best from opportunities to reflect, problem solve, and repair harm and damage.

Unless a student's action warrants an immediate suspension, students and their families will meet with the Dean of Culture or Assistant Principal to address significant behavior incidents. The team will address the harm caused and its impact, and create an alternative plan of repair to those harmed and the community at large.

Consequence Menu

"You Break It, You Fix It" (Restitution): If a student breaks an item, they fix it; if they make a mess, they clean it; if they hurt feelings, they make a sincere apology.

Loss of Privilege (Temporary): Students lose access to an item or activity they used inappropriately (e.g., losing tablet time for misuse, working alone due to disrupting peers).

"Try It Again" (Practice): If a student runs in the hall, they go back and walk it correctly. If they shout out, they practice raising their hand, sometimes briefly during recess.

Taking a Break (Reflection): Moving to a quiet, designated "reset area" (Thinking Chair) for a short period to calm down and reflect on behavior.

Restorative Actions: Writing a reflection sheet (what I did, why it's not okay, what I will do differently) or a note home to parents.

In Class Supports
Minor: Non-verbal cue, seat change, verbal reminder, proximity (reminder, redirect)
Moderate: Take-a-break, loss of free choice time, apology.
Serious/Persistent: Parent contact, loss of privilege, behavior contract

Consequences and Progressive Discipline

- The following behaviors are considered Zone 3 behaviors and will result in an immediate referral to the Leadership Team and may result in further consequences up to and including expulsion, depending on the severity of the behavior:
    - Possession of Weapons (real or imitation)
    - Possession or use of Drugs/tobacco/ or Illicit substances
    - Recurring Physical Aggression Towards Students and/or Staff
    - Sexual Harassment
    - Bullying on the basis of Race or Identity Markers

For more specific info on suspensions, please refer to **the EFC Suspension/Expulsion Policy.**

Family Expectations

Family Code of Conduct:

While on the Achieve Campus, families are expected to:

- Interact with all students, staff, and community members respectfully

- Address any concerns regarding student and staff directly to the school's office
- Refrain from using profanity or disrespectful language
- Always report to the office to request release of students
- Only use restrooms marked specifically for adults
- Drive safely and responsibly during drop off and dismissal times
- Refrain from double parking in front of the school on 17th or 28th Ave at all times
- State law states that no one on campus can be under the influence or in possession of any controlled substance

Visiting Campus:

- Family visitors are always welcome at Achieve
- All visitors must sign in to the main office, and wear an identification badge while on campus
- Classroom observations need to be scheduled in the Achieve office 2 school days before the desired observation

Field Trip Chaperone Policy:

Achieve Chaperone Policy

Communication Between School and Home

School Messages

- All families should download and frequently check the ParentSquare app for important messages from Achieve
- Achieve will send fliers home, post posters in front of the school and office, and send a ParentSquare in Arabic, Spanish and English to communicate important announcements and events
- Classrooms may not be called or interrupted during instruction except for emergencies. During this time, messages may be left in the office for the teacher.

Problem-Solving and Addressing Family Concern Protocol

1. Share concerns with your child's teacher first by requesting a time to meet with them in writing or on Parentsquare. Work as a partner with the teacher to solve the problem together. Instruction cannot be interrupted to address family concerns. If you are unable to reach a teacher, please leave a message for them in the main office.
2. If your concern is not satisfactorily addressed or if it continues to happen, inform a member of the office team that you would like to share a concern with school leaders.
3. Office team members will document your concern using our internal system and school leaders will be informed via email.

4. The appropriate school leader will reach out to address concerns within 3 school days. Concerns involving safety emergencies will be addressed as quickly as possible to the best of school leaders' abilities.
5. The school leader will put steps in place to address concerns within 3 school days of meeting with families.
6. Agreements and resolutions to concerns will be documented in our internal system for future reference.



Principal of Achieve for 26/27- Principal Keaton will respond to all staff or conduct concerns as necessary.

Students with Unique or Exceptional Needs

McKinney-Vento:

Achieve Academy is committed to providing essential support for students who qualify for McKinney-Vento services, ensuring that their educational needs are met even in the face of housing instability. The school's dedicated staff works closely with these students and their families to eliminate barriers to education. This support may include providing transportation assistance, access to school supplies, and referrals to community resources to address housing and basic needs. Achieve Academy strives to create a safe, inclusive, and nurturing learning environment where all students, including those experiencing homelessness, can thrive academically and socially. Achieve Academy's McKinney Vento representative is Maleni Sanchez, Site Operations, Manager and can be reached through the main office at 510 904 6400.

Protocol for Concerns Regarding Child's Disability and Access to Education

Step 1: Request an SST Meeting

If a family is concerned about their child's social, emotional, or academic progress or if they suspect their child may have a disability that is impeding their access to education, the first step is to request a Student Support Team (SST) meeting. Families can initiate this request through the main office by following the Family Concern protocol . During the SST meeting, parents, teachers, and relevant school staff will come together to discuss the child's concerns and educational needs. This collaborative effort will help identify potential challenges and develop strategies to support the child's learning.

Step 2: Request for Special Education Evaluation

If, following the SST meeting and a 6-8 week cycle of intervention, , a family still has concerns or believes that their child may require special education services due to a suspected disability, they can make a formal, written request for a special education evaluation. This request should be submitted to the school's main office.. The written request should include the date of the request and a clear description of the concerns and reasons for seeking an evaluation.

Step 3: School's Response

Achieve Academy is committed to promptly addressing requests for special education evaluations. The school will acknowledge receipt of the written request within 15 calendar days and communicate to the family whether the student meets criteria for assessment. If a student does meet criteria, families will be asked to consent to a Special Education Evaluation. This process may involve assessments, observations, and gathering relevant information to determine whether the child qualifies for special education services. The school will complete the evaluation within 60 days. After the 60 day evaluation period a meeting will be held with families to share findings, determine eligibility and work collaboratively to develop and IEP to address the child's unique needs.

Achieve Academy is dedicated to providing the necessary support and resources to ensure that every child has equitable access to education, and this protocol is designed to guide families through the steps necessary to address concerns about a child's potential disability and access to educational services.

COST Process:

Achieve Academy's Collaborative Support Team (COST) plays a vital role in identifying and supporting students who may require special education assessments or other interventions and supports. The COST team utilizes a systematic approach, collecting data from teachers and other staff members who closely interact with the student. This comprehensive data collection process helps the team to gain a holistic understanding of the student's strengths, challenges, and specific learning needs. Based on this data-driven approach, the COST team can make informed decisions about whether a student should be referred for a special education assessment or if alternative interventions and supports would be more appropriate. This collaborative and data-centric approach ensures that each student's educational journey is tailored to their unique requirements, fostering an inclusive and supportive learning environment at Achieve Academy.

Achieve After School Program

Achieve After School Program

- Achieve Afterschool Program is run by East Bay Agency for Children (EBAC)
- Achieve Afterschool Program runs every day that school is in session.
    - *Everyday Monday - Friday*
    - *Wednesday: 1:45 pm - 6:00 pm*
    - *Monday, Tuesday, Thursday, Friday: 3:30 pm - 6:00 pm*

- Achieve After School program is available for students who are currently attending Achieve Academy in grades TK-5. Priority is given to students who can commit to attending every day until 6pm
- Spaces are Limited. Spots are filled on a first come first serve basis through a paper or online application. Connect with the program coordinator for the application process. Only 110 spots available. Priority is given to returning families, siblings, students who have been referred to the program based on needs (academic, social-emotional, etc.) and availability of grade level space. Students who do not receive a spot will be placed on a waitlist and enrolled on a first come, first serve basis.
    - TK-Kindergarten spots are limited
- Program is free of charge
- Students receive snacks, literacy activities, homework help/academic support, and a variety of enrichment activities led by the team or partnered programs.
- Students are expected to attend their scheduled joining dates filled out in the application, for early release accommodations please speak to the coordinator or assistant coordinator.
- If your student will be absent, inform the coordinator or assistant coordinator via phone call or text message.
- Students may be dismissed from the program for poor attendance or behavioral infractions that cause harm to others (student or staff), repeated difficulty following directions or maintaining safe and appropriate behavior. Students who have 3 tardy pick ups can result in dismissal of the program.
- For questions or concerns please contact Daicy Perez, EBAC Afterschool Coordinator at daicy.perez@ebac.org /(510)871-1073

Family Engagement Opportunities

Volunteering

- Achieve welcomes volunteers in our office and classrooms.
- Volunteers must sign in at the office before working with students.
- Anyone who volunteers in a classroom or program on a regular basis must sign up as a school volunteer by filling out information in the main office and be **fingerprinted** and have an updated **TB screening**
- Connect with the Family Resource Center with any questions, to learn about what support they provide, and get to know other parents
- Every class will elect 2 parent representatives to attend the Family Leadership Council each month and support the class.

Family Leadership Opportunities

- Parent Champion Meetings are held in the cafeteria the second Wednesday of the month from 9:00 - 10:00 am. This is an opportunity for families to work closely and learn about school wide improvement in the areas of academic outcome, operations and student culture.
- Community Meetings are held the last Wednesday of the month via Zoom at 6:30 pm. The link will be shared through ParentSquare announcements. Community Meetings are an opportunity learn about school wide announcements, upcoming events, data celebrations, and academic progress.

Conferences and Family Meetings

- Family meetings occur during the first two weeks of the school year. It is an opportunity for families and educators to build community, learn about classroom and school expectations, and ask questions.
- Conferences at Achieve have a student led component in grades TK-5th grade
- Parents/guardians and students are expected to attend both conferences in October and February
- Report cards will be picked up from teachers or sent home in December, March, and June

School Wide Events

- Parents/guardians and students are highly encouraged to attend Back to School Night, Literacy Night, Winter Talent Show, Spring Fling, Fall Festival, Book Fair and Learning Showcases.

FRC : Family Resource Center

- Connect with the Family Resource Center with any questions, to learn about what support they provide (food bank, translation, clinic recommendations, etc.), and get to know other parents.

Other School Policies

Class Assignments

- Teacher teams assign students to classes to create a balance of achievement levels, gender, personalities, etc. to promote high learning and collegiality in every class
- Parent requests for teachers cannot always be honored.
- If a parent wishes for their child to have a room change, they must follow the protocol before it is considered
    - 30 day period in original class assignment
    - meeting with principal
    - classroom observation with principal/assistant principal and decision meeting with leadership team

Homework

- All students are expected to read independently or be read to regularly outside of school for at least 20-30 minutes a night, in any language.
- For students in TK-1st grade, a traditional homework packet is optional. Please ask your child's teacher about the homework packet.
- For students in 2nd-5th grade, students can expect 15-30 minutes of homework a night, plus independent reading.

At Home Computers

- If a student needs a computer to do school work at home, please call our office to make an appointment. Our office staff will check our computer tracker to verify they have not been issued a school computer or a Tech Exchange computer. Computer check-out appointments can take between 20-30 minutes. Please plan accordingly and arrive on time.
- Students are expected to abide by the computer care instructions listed on the computer contract.
- Broken computers will be replaced only once at no charge. If a device is broken a second time, there will be a we will not be able to replace it. If broken a third time, we will not be able to replace the computer.

Lost and Found

- Found items will be placed in a bin near the main entrance.
- Students' clothing and personal items should be clearly marked with their name, last name, and room number for easy identification. .
- Students should check their classroom and the playground for lost items.
- Found items that have not been claimed will be donated at the end of each month.

Classroom Celebrations

- Birthday celebrations should be coordinated with teachers and not during lunch times.
- Families must let the teacher know at least two days ahead of time if they want to bring treats.
- Students should bring enough treats for every person in their class.
- Families must provide all materials needed to serve and clean up for the treat, such as napkins or spoons.

Title IX Notice of Nondiscrimination

EFC prohibits sex discrimination including sex-based harassment in any education program or activity that it operates. Individuals may report concerns or questions regarding sex discrimination or harassment to the Title IX Coordinator. The contact information for the Title IX Coordinator, EFC's Title IX notice of nondiscrimination, and

additional information regarding your rights under Title IX are available on the EFC website at: https://www.efcps.org/Title_IX_Coordinator_Rights_Notice

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PARENT SQUARE



California and EFC Policies

EFC Complaint Policy

The Education for Change (EFC) Governing Board recognizes that the Charter Management Organization (CMO) is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The CMO shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based upon age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The CMO shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in:

1. Consolidated Categorical Aid Programs
   - School Based Coordinated Programs
   - School Improvement Program
   - Title I Programs – No Child Left Behind Act
   - Program for English Learners
   - Educational Equity
   - Gifted and Talented Education (GATE)
   - State Compensatory Education (SCE)
   - Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)
2. Child Nutrition Programs
3. Special Education Programs.

(Title 5, Section 4621 and 4610)

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO of EFC or designee shall distribute full information about these procedures

Ombudsperson: Larissa Adam, Superintendent of Schools
Contact: 510.568.7936

EDUCATION FOR CHANGE

UNIFORM COMPLAINT POLICY AND PROCEDURES

EDUCATION FOR CHANGE
UNIFORM COMPLAINT POLICY AND PROCEDURES

Revised
9/24/20

Scope

The Education for Change (the "Charter School") policy complies with applicable federal and state laws and regulations. The Charter School is the Local Education Agency (LEA) that shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination, harassment, intimidation, or bullying against any protected group including actual or perceived, including discrimination, harassment, intimidation, or bullying on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of noncompliance or violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, Every Student Succeeds Act / No Child Left Behind, migrant education programs, career technical and technical education training programs, child care and development programs, child nutrition program, adult education, After School Education and Safety, Agricultural Career Technical Education, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, California Peer Assistance and Review Programs for Teachers, Career Technical Education, Compensatory Education, Course Periods without Educational Content, Economic Impact Aid, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a public school, Migratory Children, and Children of Military Families, Local Control and Accountability Plans (LCAP), Physical Education Instructional Minutes, Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Safety Plans, State Preschool, Tobacco-Use Prevention Education

The Charter School shall investigate and seek to resolve complaints alleging failure to comply with

applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by The Charter School. The Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC sections 200, 220 and California Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state.

The Charter School acknowledges and respects every individual's rights to privacy. Complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. Complainants are protected from retaliation.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Larissa Adam, Superintendent of Schools
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621
510-568-7936

The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Should the complaint be specific to the CEO, the complaint will be directed to and the investigation will be conducted by the Board Chair.

Notifications

The CEO or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties. The annual notice shall be in English. If fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this notice will also be provided to the parent/guardian of any such students in their primary language. The CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice
shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints, including the compliance officer.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including

the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
5. Include statements that:
a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
b. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
c. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
d. If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint,

unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
e. An unlawful discrimination, harassment, intimidation, or bullying complaint must be filed not later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying;
f. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 30 days of the date of the Charter School's decision except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements; and
g. The complainant who appeals to the CDE shall receive a written appeal decision with sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
h. If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

General Procedures
The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.
All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.
● Step 1: Filing of Complaint
Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this policy.
A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment,

intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or

bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying.
All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School Board of Directors approved the LCAP or the annual update was adopted by the Charter School.
The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.
If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.
● Step 2: Mediation
Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.
Before initiating the mediation of a complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.
If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.
The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.
● Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.
A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.
The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.
● Step 4: Response
OPTION
1:
Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.
OPTION
2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.
The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.
If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within

the time period that has been specified in a written agreement with the complainant.
● Step 5: Final Written Decision
The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.
The decision shall include:
1. The findings of fact based on evidence gathered.
2. The conclusion(s) providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE and procedures to be followed for initiating such an appeal.
If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Specific Procedures for Particular
Complaints
If the Charter School finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families; Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and Physical Education Instructional Minutes (grades one through eight), the Charter School shall provide a remedy. The remedy shall go to the affected pupil in the case of complaints

regarding:
1. Course Periods without Educational Content;
2. Reasonable Accommodations to a Lactating Pupil, and/or
3. Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district, and pupils in military families.
The remedy shall to go all affected pupils and parents/guardians in the case of complaints regarding:
1. Pupil Fees for Educational Activities.
2. Physical Education Instructional Minutes, and/or
3. LCAPS.
Regarding pupil fees and/or an LCAP complaint: A pupil fees complaint may be filed with the

principal of a school or the Charter School Compliance Officer. A pupil fees complaint and/or an LCAP complaint may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education finds merit in an appeal, the Charter School will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all affected pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

Appeals to the California Department of Education
If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.
Upon notification by the CDE that the complainant has appealed the Charter School's decision, the CEO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.
Civil Law Remedies
A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only
if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

<u>UNIFORM COMPLAINT PROCEDURE FORM</u>

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #_____

City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:
☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition Services
☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special Education
☐ Adult Education ☐ After School Education and Safety ☐ Agricultural Career Technical Education
☐ Pupil Fees ☐ Physical Education Instructional Minutes ☐ Economic Impact Aid
☐ School Safety Plans ☐ State Preschool ☐ Tobacco-Use Prevention Education
☐ Career Technical Education ☐ Compensatory Education ☐ Course Periods without Educational Content
☐ Economic Impact Aid ☐ Every Student Succeeds Act ☐ Local Control and Accountability Plans (LCAP)
☐ Reasonable Accommodations to a Lactating Pupil ☐ Regional Occupational Centers and Programs
☐ Bilingual Education ☐ California Peer Assistance and Review Programs for Teachers
☐ American Indian Education Centers and Early Childhood Education Program Assessments
☐ Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and
Children of Military Families

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment
described in your complaint, if applicable:
☐ Age ☐ Ethnic Group Identification ☐ Religion
☐ Ancestry ☐ Gender ☐ Sex (Actual or Perceived)
☐ Color ☐ National Origin ☐ Sexual Orientation (Actual or Perceived)
☐ Disability (Mental or Physical) ☐ Race
☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were
present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take
the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:
Larissa Adam, Superintendent of Schools
Education for Change
333 Hegenberger Road, Suite 600 Oakland, CA 94621
ladam@efcps.net
510-568-7936
If the complaint is pertaining to the Superintendent of Schools, please send the complaint to the address above directed to the Chair of the Board, Eva Camp.

Board Policy #: 24-0808
Adopted/Ratified: August 15, 2019
Revision Date: August 15, 2019; August 10, 2023; August 8, 2024

Classroom-Based Attendance Policy

It is the intent of the Governing Board ("Board") of the Education for Change Public Schools ("EFC" or the "Charter School") to ensure that students attend school every day on time. Every minute of a child's time at school is important. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Children who are absent for even one day, or who arrive late to school, miss valuable instruction time and can easily fall behind in school. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. When a student is absent from school, it also results in a loss of funding for our schools. As a parent or guardian, you are obligated to send your child to school and plan vacation trips and absences for personal reasons to correspond with school holidays so that the education process is not disrupted.

Definitions

- "*Tardy*": Students shall arrive at school and be in the classroom at the properly scheduled time.
  Students are considered tardy when they arrive after the second bell rings and within the first 30 minutes of class. After the first 30 minutes, the tardy will be recorded as an absence.
  The student MUST pick up an "admit to class" pass from the office before entering class; otherwise, it will be considered an unexcused absence. If your child is arriving late to school for any reason, the parent or guardian must call the office before the student's arrival.

- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

- "*Truant":* A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall likewise be deemed a truant. Such students shall be reported to the Principal or designee.

- "*Habitual Truant*": A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year or any combination thereof.

- "*Chronic Truant*": A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- *"School Attendance Review Team ("SART"):"* The SART panel will be composed of the Principal (or designee), SART Coordinator, and other educators supporting the student, when available. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and the student's family, and establish a plan to resolve the attendance issue.

    1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies should occur.

2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance. The contract will identify commitments from the school, parent/guardian, and the student, and may include one or more of the following:

    i. Parent/guardian to attend school with the child for a specified amount of time
    ii. After school tutoring program
    iii. Pull out counseling during the school day
    iv. Referral to outside and/or family counseling services
    v. Incentives for improved daily / weekly attendance
    vi. Loss of field trip privileges
    vii. Loss of school store privileges
    viii. Loss of school event privileges
    ix. Student retention

3. Notice of actions recommended by the SART panel will be provided in writing to the parent/guardian**.**

- *"School Attendance Review Board ("SARB")"*: The SARB panel is composed of the Principal (or designee), SARB Coordinator, and other educators supporting the student, when available. A student will be referred to the SARB panel if, after two meetings with the SART (see truancy procedures below), truancy continues.

ABSENCES:

Reporting/Clearing an Absence:
When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence in alignment with the following process:

- If your child will be absent, please phone the main office or stop by the main office to notify and give a reason for absence. Alternatively, a parent/guardian or parent representative may provide a signed, written note. This phone call and/or signed note should include the following information:
    - Name of student;
    - Name of parent/guardian or parent representative;
    - Name of verifying employee;
    - Date or dates of absence; and
    - Reason for absence.
- If your child is marked absent and the office has not received a phone call or notice of absence, you will receive a call from the school.
- Absences must be cleared within 3 days following the absence; otherwise, it will be considered an unexcused absence. **When a student has had 6 cumulative absences in the school year for illness verified by the parent/guardian but without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.**

Charter Schools may visit the student's home to verify the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.

Excused Absences:
The following conditions ***shall*** excuse a student from school attendance:

- Personal illness or injury (healthcare provider verification required after 6 total absences for this reason). **A Medical Verification note may also be required by the School Attendance Clerk or Charter School Principal after 3 consecutive days of absence due to illness.**
- Medical Appointments for students (including Medical, dental, optometric, or chiropractic appointments)
    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask about the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
- Quarantine under the direction of local health officials.
- For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be

considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

    - To access services from a victim services organization or agency.

    - To access grief support services.

    - To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

  Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- Participation in religious instruction or exercises as follows:
    - The student shall be excused for this purpose on no more than four (4) school day per month.
- Attendance at the student's naturalization ceremony to become a United States Citizen.
- For the purposes of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The Charter School does not require a note from the doctor for this excusal.)
- To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
- Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence.
- Authorized at the discretion of the School Principal, based on the facts of the pupil's circumstances, are deemed to constitute a valid excuse.
- A pupil who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five absences per school year subject to the requirements of Education Code Section 48225.5.
- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    - A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day per school year.
    - A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
- For the following justifiable personal reasons, for a maximum of five (5) school days per school year, when the pupil's absence is requested in writing by the parent or guardian and approved by the Principal or designee pursuant to uniform standards established by the Board.
    - An appearance in court
    - Observance of a holiday or ceremony of the pupil's religion
    - Attendance at religious retreats for no more than one (1) schoolday during a semester
    - Attendance at an employment conference
    - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time.

The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence

Process for Addressing Truancy and Chronic Absences:

1. Daily attendance monitoring and phone calls are made home for any student who is marked absent or is tardy over 30 minutes.

2. Attendance is monitored by the Student Attendance Review Team ("SART") Coordinator and Principal weekly to review data and prioritize action steps

3. Upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, the SART Coordinator will call home to the parent/guardian. The SART Coordinator will also send home "**Truancy Letter #1 – Truancy Classification Notice**" notifying the parent/guardian of the student's "Truant" status and scheduling a SART meeting. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letters, shall be sent by U.S. Mail and email, if an email address is provided. The SART Coordinator will call home to the parent/guardian to confirm receipt of this letter and schedule this meeting with the SART Panel.

4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, and regardless of if the parent/guardian attended the 1st SART meeting, the SART Coordinator will send home "**Truancy Letter #2 – Truancy Classification Notice and Invitation to SART Meeting**" notifying the parent/guardian of the student's "Truant" status and scheduling a 2nd SART meeting. This letter must be signed by the parent/guardian and returned to the Charter School. This letter, and all subsequent letters, shall be sent by U.S. Mail and email, if an email address is provided. The SART Coordinator will call home to the parent/guardian to confirm receipt of this letter and schedule this meeting with the SART Panel. If the family cannot be reached by phone, email, or mail, a home visit will be conducted by the school.

5. Upon reaching nine (9) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, and regardless of if the parent/guardian attended the 1st SART meeting or 2nd SART meeting, the SART Coordinator will send home "**Truancy Letter #3 – Truancy Classification Notice**" notifying the parent/guardian of the student's "Truant" status and the "**Referral to School Attendance Review Board (SARB) Notification**" notifying the parent/guardian of a referral to SARB. This letter must be signed by the parent/guardian and returned to the Charter School. The SARB Coordinator will send a SARB Notification letter via email, U.S. Mail, and Certified Mail with return receipt requested. Parent/guardian attendance at the SARB Hearing is mandatory. A written SARB contract will be provided at the conclusion of the hearing.

6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

7. If the student is absent ten (10) or more consecutive school days without a valid excuse and the parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SARB contract (if any), and my be subject to disenrollment in compliance with the Involuntary Removal Process described below. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Referral to Appropriate Agencies or County District Attorney:
It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SARB contract has been developed according to the procedures above, or if the parents fail to attend a required SART or SARB meeting after multiple attempts, the Charter School shall notify the Superintendent, who may refer the matter to the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Independent Study and Home Hospital:

Please contact your Charter School for more information regarding these programs.

Early Dismissal of Students:

- Students leaving before the end of the school day are dismissed through the school office. They are not allowed to wait in front of the building or to enter cars unless accompanied by a parent. These rules are necessary to ensure student safety. You must come to the office to sign your child out.
- Students in grades 7-12, inclusive, may be dismissed before the end of the school day for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Early dismissal will not be granted to any student 30 minutes prior to dismissal time unless a Doctor's note is provided to dismiss the child early.
- We will ask to see the identification of any person we do not know and will not release a child to a babysitter, or friend, or any other person who is not a parent or legal guardian, without prior authorization.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.

4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.

5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) school days before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian, if available, or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Non-Discrimination:
These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code 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, pregnancy, or association with an individual who has any of the aforementioned characteristics).

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education for change
PUBLIC SCHOOLS

INDEPENDENT STUDY BOARD POLICY

1st amendment 11/1/09
2nd amendment 8/21/14
3rd amendment 1/31/19
4th amendment 8/18/21

5th amendment 5/5/22
6th amendment 8/8/24

The Education for Change ("EFC") governing board ("Board") recognizes its responsibility for the education of all students in their schools. This Board Policy applies to all EFC charter schools (the "Charter Schools")[1]. The Board authorizes the Superintendent of Schools to establish independent study as an optional alternative instructional strategy in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum, and by which all enrolled students may achieve curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom. The primary purpose for independent study is to offer a means of individualizing the educational plan for students whose needs may be met best through study outside the regular classroom setting because study within the regular education setting is challenged by personal circumstances. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The following written policies have been adopted by the Board for implementation at the Charter Schools:

1. Independent Study exceeding 15 school days in one school year shall only be approved under the following circumstances:
    a. When a pupil must quarantine or isolate per the COVID-19 public health requirements established by the Alameda County Department of Public Health other local, state, or federal Department of Public Health Order; or
    b. When a pupil incurs a temporary disability as defined in Education Code 48206.3 if
        i. The student's parent or guardian provides written documentation by a licensed physician of the temporary disability which would prevent the student from attending in-person instruction, and
        ii. The student's parent or guardian and the Charter School agree that the student may receive instruction through independent study instead of receiving the "home and hospital" instruction.

2. For pupils in all grade levels and programs offered by the Charter Schools (TK-12), the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be fifteen (15) school days.

3. For pupils in all grade levels and programs offered by the Charter Schools (TK-12), the maximum length of time that a student may receive instruction through independent study in one school year is 40 school days.

4. The Superintendent of Schools or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete at least 75% of assignments during any period of 15 school days
    b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter Schools' Multi-Tiered System of Supports ("MTSS") which considers ALL of the following indicators:

[1] As of the date of this adoption, the Charter Schools operated by EFC include Achieve Academy, ASCEND, COX, Latitude 37.8 High School, Lazear Charter Academy, Learning Without Limits.

i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
iii. Learning required concepts, as determined by the supervising teacher.
iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

5. The Charter Schools shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter Schools for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

6. The Charter School has adopted tiered reengagement strategies* for all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar, pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

    a. Verification of current contact information for each enrolled pupil;
    b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation;
    c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
    d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

7. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:
    a. For pupils in transitional kindergarten through grade 3, inclusive, Charter School shall to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record. A minimum of 30 minutes of literacy-based direct instruction via Zoom or a similar platform will be provided daily. The remainder of instructional time will be spent in asynchronous learning.
    b. For pupils in grades 4-8, inclusive, Charter School shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the

school year by each pupil's teacher or teachers of record. A minimum of 30 minutes of direct instruction via Zoom or a similar platform will be provided weekly. A minimum of 15 minutes daily for the remainder of the days that week will provide for live interaction with a staff member over telephone or via video conference.

c. For pupils in grades 9-12, inclusive, Charter School shall provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record. A minimum of 30 minutes of direct instruction via Zoom or a similar platform will be provided weekly.

8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction* from independent study expeditiously, and, in no case, later than five instructional days:
    a. Upon receipt of the request from the parent/guardian, office staff shall transfer the pupil back to in-person instruction within three school days, provided that the pupil does not need to complete a quarantine or isolation period as a result of a pending or positive COVID-19 test or COVID-19 exposure;
    b. Office staff shall notify the pupil's in-person supervising teacher and the parent/guardian regarding the student's in-person start date no later than the school day following receipt of the request.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:
a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

9. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

    a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
    b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
    c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the

connectivity and devices adequate to participate in the educational program and complete assigned work.

d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
    - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital

signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

10. The following shall be considered by the Charter Schools and parents and students when choosing independent study as an educational option:
    a. No student shall be required to participate in independent study. All students shall have the alternative of classroom instruction.
    b. An individual with exceptional needs as defined in Education Code 56026 may participate in independent study if their individualized education program (IEP) specifically provides for that participation.
    c. EFC shall provide appropriate existing services and resources to enable students to complete their independent study successfully.
    d. Pupils at the elementary level who request independent study, together with their parents or guardians, should recognize that independent study at the elementary level must emphasize a commitment on the part of the pupil's parent(s) or guardian. At the secondary level, the student must be assisted or supported, as necessary, by parents and others who may help directly with instruction.
    e. The Superintendent of Schools shall establish appropriate screening procedures to ensure that the necessary levels of understanding and preparation exist to meet the conditions of the independent study agreement before its approval by the designated certificated representative of the Education for Change schools.

11. The Superintendent of Schools or designee shall report to the Board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality as the board may specify; and the number of proportion of students by typical categories that successfully complete their studies.

12. The Charter Schools shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

13. The Superintendent of Schools may establish regulations to implement these policies in accordance with the law. A copy of these policies shall be maintained on file, amended and approved as necessary by the Education for Change Board of Directors.

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education for **change**

PUBLIC SCHOOLS

Rev 01.12.23
Rev 08.08.24

Suspension and Expulsion Policy and Procedures

Purpose: To promote learning and protect the safety and well-being of all students

Code of Conduct

The goal of the Education for Change ("EFC" or "Charter School" or "the School") 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 will 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 student/parent handbooks. Every family will receive a new copy of the Parent-Student Handbook annually.

EFC is a charter management organization that operates the following charter schools: Achieve Academy, ASCEND K-8 School, Cox Academy, Latitude 37.8 High School, Lazear Charter Academy, and Learning without Limits. The following policy on suspension and expulsion shall apply to all of the above- mentioned EFC charter schools, and will be included in all EFC schools' handbooks.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at EFC. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter 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 removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School 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. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive Response to Intervention model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school

culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly, respectfully, and consistently among all students while considering the needs of individual children. School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by EFC for any reason unless the parent/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/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 Charter School 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

[2] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child 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.

for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with 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 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 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 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 preinitiation 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 12, 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 provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. 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.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(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.

iii. 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.

3) 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 Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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 (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 Superintendent 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 student 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 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 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 preinitiation 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 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and

judgment in conduct for a person of 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.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. 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.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(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.

iii. 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.

3) 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 Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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 (3)(a)-(b).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.

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 student 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 and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or 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 designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 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 return to school for 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 the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. 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 the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will 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 parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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. Homework Assignments During 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 of Directors 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 nor a member of the EFC's Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 the Family Educational Rights and Privacy Act "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 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 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 that shall be examined only by the Charter School or the hearing officer. 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 (5) 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 person 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous 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 of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (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 Charter School 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 of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (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 after 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 of Directors 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 the school environment. The Principal or designee shall make a recommendation to the Board of Directors 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. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. 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 of the discipline of any student with a disability or student that the Charter School 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/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, EFC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the 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 the Charter School, 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, 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 the Charter School, 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 Plan, then EFC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, 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 Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

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

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EFC-Wide TK Toileting Policy:

All age-eligible children are welcome in our TK classrooms regardless of their toileting status. We know children will need different levels of support, depending on how far along they are toward full toileting independence. For example, some children may still need direct toileting support, such as assistance in the restroom or changing a pull-up, while other children will need assistance with the occasional accident (for example, changing soiled clothing and putting clean clothing on), and some children will need assistance or additional instruction in wiping or cleaning themselves or handwashing. We will take the following steps to connect with families to support toileting needs:

(1) A Toilet Progress Survey will be provided to all TK families to help the school understand your child's current toileting abilities. In this questionnaire, you can expect to discuss:

Your child's current toileting skill level
Toileting routines at home and how they may translate to the school environment
Resources to support toilet learning, as well as how to handle a toileting regression

Additionally, TK families will have the opportunity to see the classroom and meet the team. As needed, families and school staff can arrange to meet to create individualized toileting plans if the universal supports indicated below do not suffice.

(2) Typical Bathroom Supports: We believe in encouraging toileting independence. In support of that goal, we provide all TK students with the following:

Reminders to listen to their body to determine if they need to use the restroom and scheduling regular bathroom breaks
A welcoming bathroom environment (clean, well stocked with supplies, visual reminders as appropriate)
Explicit teaching of in-class toileting practices, including learning how to ask to go to the bathroom, how to go to and from the bathroom independently, how to flush the toilet, hand-washing practices, etc.

(3) We understand it is important to ensure all children remain clean throughout the day and are assisted, as needed. Our first step is to ensure all TK students have access to extra clean clothes, provided by their household, in the event of an accident. Student surveys will include a request for an extra set of clean clothes to be sent to school. When an accident occurs, staff will support students to ensure they have the means to access clean clothes in a timely manner. Schools will have additional clothing on hand in the event that personal clothes are not available.

Trained staff will support TK children with toileting needs only as necessary using the least amount of adult intervention. Such interventions may include: verbal support with changing clothes from behind a stall door, verbal support and visual support with changing clothes with the door open, minimal support with changing clothes (holding pants or underwear as a child steps in, buckles or tie support; elastic waistbands are highly encouraged), arranging the front and the back of clothing, verbal support with cleaning, and other minimal support with cleaning (handing wipes and visually supporting how to clean oneself by walking a student through the process).

Anytime toileting support is required, at least two trained staff members must be present, whenever possible.
Soiled clothing will be sent home with a note to families at the end of the day. In the event of a stool accident, depending on the severity, the child will be provided with a set of clean clothing, and the soiled clothing may be discarded.
Individual toileting plans for children with high toileting needs who do not have toileting in their IEP or 504 plan will be developed in coordination with families and school staff. Please reach out to your classroom teacher or front office if this would be supportive for your family.
If a student has an IEP or 504 plan, and toileting is related to their disability, the IEP/504 team will discuss and determine appropriate supports and accommodations, which may include physical support with cleaning.

Please note:
Children will not be sent home, suspended, disenrolled, or encouraged to disenroll due to toileting accidents, but rather schools will partner with families to create toileting plans for children on the road to toileting independence.
For children with medical or physical needs who receive toileting support through a 504 Plan or Individualized Education Plan (IEP), supports and services are determined by the 504 or IEP team.

Education *for* Change Public Schools

Employee Handbook
2025-26

Table of Contents

		Page
1.	**Who We Are**	**1**
1.1.	Introduction	1
1.2.	History	1
1.3.	Governance	2
1.4.	Home Office Role	2
1.5.	Charter Schools Background	2
2.	**The Education for Change Way**	**3**
2.1.	Mission	3
2.2.	Values	3
2.3.	Strategic Plan	4
2.4.	Non-Negotiables	4
2.5.	School- Level Site Planning	5
2.6.	Staff Feedback & Engagement	5
2.7.	Budget	6
2.8.	Hiring	6
2.9.	Calendar & Scheduling	6
2.10.	Professional Development & Data Analysis	6
2.11.	Preparation & Collaborative Planning	6
3.	**Conditions of Employment**	**7**
3.1.	General Professional Expectations	7
3.2.	Employment Status	8
3.3.	Job Duties	8
3.4.	Work Schedule	8
3.5.	Meal & Rest Periods	9
3.6.	Documentation Required Prior to Employment	9
3.7.	Equal Opportunity Employer	9
3.8.	Policy Against Unlawful Harassment	10
3.9.	Whistleblower Policy	12
3.10.	Reporting Responsibility	12
3.11.	Reporting Concerns	12
3.12.	Therapy Dogs and Live Animals in the Classroom	13
3.13.	Volunteers/Chaperones	15
3.14.	Personal Property	16
3.15.	Parking	16
3.16.	Solicitation and Distribution of Literature	16
3.17.	Conflict of Interest	16

4. Workplace Safety 17
4.1. Health & Safety 17
4.2. Security Protocols 17
4.3. Occupational Safety & Health 17
4.4. Accident/Incident Reporting 17
4.5. Inspection of Property 18
4.6. Drug Free Workplace 18
4.7. Lactation Accommodation 19
4.8. Employees' Children in the Workplace 19
4.9. Recycling, Waste Prevention & Conservation 19
4.10. Workplace Violence 19
4.11. Smoking 19

5. Student Safety 20
5.1. Child Abuse Reporting Requirements 20
5.2. Defining Appropriate & Inappropriate Contact 20
5.3. Reporting Red-Flag, Inappropriate, or Policy Violations 22
5.4. Bullying/Harassment 23
5.5. Transportation of Students 23
5.6. Student Files 24
5.7. Confidentiality & Proprietary Information 24
5.8. Technology 24
5.9. Cell Phones 26
5.10. Media 26

6. Compensation & Benefits 26
6.1. Salary Basis Employee Classifications 26
6.2. Compensation 27
6.3. Payroll Information 28
6.4. Reimbursement/Purchasing Policy 28
6.5. Group Benefits 29
6.6. Individual Benefits: Medical, Dental, Vision, FSA, Insurance, COBRA 29
6.7. Health Insurance Portability 31
6.8. Domestic Partners 31
6.9. Unemployment Compensation 31
6.10. Retirement 31

7. Evaluation & Supervision 32
7.1. Support, Evaluation & Intervention 32
7.2. Ongoing Support 33
7.3. Formal Evaluations 33
7.4. Personnel Files 33
7.5. Change in Status 34

8. Holiday & Leaves 34
8.1. General Policies 34
8.2. Observed Holidays 35
8.3. Personal Days 35
8.4. Sick Leave 35
8.5. Workers' Compensation/Industrial Illness Leave 36
8.6. Personal Unpaid Medical Leave 37
8.7. Family Care & Medical Leave 37
8.8. Pregnancy Leave 41
8.9. Other Leaves of Absence/Time Off 43

9. Discipline & Termination 45
9.1. Discipline and termination 45
9.2. Staff Resignation Process 46
9.3. Procedures for a For Cause Release 46
9.4. Education Code 47

10. Complaints 48
10.1. Internal Complaints 48
10.2. Policy for Employee-related Complaints 48
10.3. General Requirements 49
10.4. Open Door Policy 49
10.5. Uniform Complaint Policy & Procedures 51
10.6. Compliance Officers 51
10.7. Procedures 52
10.8. Title IX 56

Forms
A. Uniform Complaint Form 57
B. Employee Acknowledgement 60
C. Sexual Harassment Complaint Form 61

I. WHO WE ARE

Introduction

As an Education for Change ("EFC") employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success as an organization and of the success of our students. We trust that you will find your employment with EFC to be both challenging and rewarding.

EFC recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference, not only in shaping the lives of our students but also in contributing to the effectiveness of our Leadership Team. Toward this end, we encourage you to engage in open communication with the Leadership Team about any aspect of your employment with EFC.

This handbook is designed to help employees get acquainted with EFC. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School.

Should any provision in this handbook be found to be unenforceable and invalid, such finding does not invalidate the entire handbook, but only the subject provision. Furthermore, should any provision of this handbook contradict a provision of an applicable collective bargaining agreement at EFC, the applicable collective bargaining agreement shall be controlled.

Education for Change's History

Education for Change Public Schools ("EFC") was born in 2005 through a strategic partnership between the Oakland Unified School District and the education reform community. It was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibility and agility of charter law to existing district public schools.

The designers of EFCPS operated under the belief that a laser-like focus on aligning curriculum implementation and improving instruction in Mathematics and English Language Arts was the most critical lever for improving student outcomes. EFC initially started with two schools, Achieve and Cox Academy; over seven years, that laser-like focus translated into enormous gains with Achieve and Cox Academy achieving API gains of over 200 points on the former state assessment (California State Test).

In 2012, Lazear Charter Academy, ASCEND, and Learning Without Limits, formerly OUSD schools, converted to become neighborhood charter schools as part of Education for Change. That same year, the EFC board passed a strategic plan to transition EFC from a K-5 school turnaround charter management organization to a preK-12 neighborhood transformation CMO. In 2014, as a response to community demand for a quality middle school, EFC developed its first brand new school, Epic Middle School, a Next Generation Learning Challenge school. In 2018, EFC opened Latitude HS, an innovative new High School, starting with 50 9th graders and expanding to serve up to 400 Oakland youth by 2022.

EFC's schools are heavily concentrated in two target neighborhoods – the Fruitvale and Elmhurst. EFC is currently the largest K-8 public school operator in the Fruitvale and serves 2700 TK-12 students in six schools throughout the Fruitvale and Elmhurst neighborhoods. We are committed to, over time, transforming the neighborhood by using educational opportunities and outcomes to empower the families and their children. In the short term, we will measure our impact through student outcomes, but over time, our impact will be measured by how many children in our target neighborhoods graduate from college.

Our Governance Structure

EFC is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)(3) organization. All EFC schools operate as part of this single organization and all EFC employees are employees of this single non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct EFC's internal operating policies and procedures. EFC has the freedom to establish its own policies and procedures, as long as they comply with the EFC charters, applicable collective bargaining agreements, and applicable state and federal law.

The leader(s) of each school are the school Principal(s) and the entire school staff reports to the Principal(s). The Principal, in turn, reports to the Chief Executive Officer of Education for Change or their designee. Each Principal will work with and receive guidance on local issues from the Home Office, Parent Liaison, and the Parent Leadership Council, which includes parents and community members

The EFC Board of Directors is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of EFC. The Board is responsible for dealing with the strategic policies that affect the organization, as well as approving budgets, policies, and other important decisions. The Board is composed of a broad cross-section of the school community, the community at large, and professionals and community leaders.

Role of the EFC Home Office

The EFC Home Office provides support and assistance to each school and helps disseminate EFC's values, programs, norms, and high standards. The Home Office focuses on:

- Facilitating learning across the community based on best practices, site innovation, and research.
- Guiding school development, negotiating school district relationships, and building community partnerships.
- Providing centralized services and support, including professional development, curriculum development, financial management, enrollment outreach, fundraising, human resources, recruiting, payroll, facilities development, government compliance, technology planning, and purchasing.

EFC combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale and support our educational mission by enabling principals, teachers, and school staff to focus on teaching, students, and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand-alone charter school would be able to afford or acquire on its own.

Charter Schools Background

Charter schools are independent public schools with rigorous curriculum programs and unique educational approaches. In exchange for operational freedom and flexibility, charter schools are subject to higher levels of accountability than traditional public schools. Charter schools, which are tuition-free and open to all students, aim to offer quality and choice in the public education system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

When lawmakers passed the Charter Schools Act of 1992, California became the second state in the country (after Minnesota) to enact charter school legislation. The intent was to allow groups of educators, community members, parents, or others to create an alternative type of public school.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and it prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any person on the basis of ethnicity, national origin, gender, or disability.

The "charter" establishing each such school is a contract detailing the school's mission, program, goals, students

served, methods of assessment, and ways to measure success. In California, charters are granted for five years. At the end of the term, the entity granting the charter ("authorizer") may renew the school's contract. EFC has schools authorized by both the Oakland Unified School District and the Alameda County of Education. Charter schools are accountable to their authorizer, and to the students and families they serve, to produce positive academic results and adhere to the charter contract.

For additional information on charter schools, please visit the following websites: ●

California Charter School Association: https://www.ccsa.org/

● California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/ch/index.asp

● US Charter Schools: https://charterschoolcenter.ed.gov/charter-schools-usa

● Charter Schools Development Center: https://www.chartercenter.org/

● US Department of Education Charter Schools Program: www.ed.gov/programs/charter/index.html

II. THE EDUCATION FOR CHANGE WAY

Our Mission

The mission of Education for Change is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on 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 to a successful life.

Our Values

We believe in order to do this work, the following values and ways of being are critical to creating the environment of belonging necessary to make our mission a reality:



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.



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.



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.



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 Strategic Plan

EFC is an organization filled with passionate, thoughtful, and driven leaders who stand together committed to excellent educational outcomes and equitable educational opportunities for every child in Oakland. In 2022-23, EFC worked with stakeholders across the organization to develop its 2023-28 Strategic Plan. This Strategic Plan defines EFC's vision for the next three to five years. and outlines the priorities for EFC and its schools and will guide site planning, budgeting, fundraising, progress monitoring, and most of our decision-making.

You can read the Strategic Plan here.

In particular, our Board, our leadership, and our stakeholders came together around a strategic plan to drive student outcomes by focusing on Instructional Coherence, Data-Driven Instruction, and Instructional Leadership. The ultimate vision is that 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.

EFC Non-negotiables

The EFC non-negotiables define what all sites are required to implement and the programmatic features that ultimately define the EFC culture. These non-negotiables are a result of strategic planning work and input from all staff.

EFC Non-negotiables

Coherent Instructional Model	Strong Teacher Development	Supporting the Whole Child
● Coherent, research-based, standards-aligned instructional model ● EFC standards-aligned benchmarks ● Grade-level coherence: instructional goals, content, instructional strategies, pacing ● Structures that support high levels of student engagement ● Rigor – higher levels of Bloom's taxonomy	● Structures that enable coaching, modeling, training, feedback ● Data-based inquiry ● Grade-level collaboration ● Teacher leadership/ decision- making structure ● Appropriate levels of teacher planning time built into schedule	● Family leadership council ● MTSS – research-based interventions at every tier ● School-wide culture policy with clearly communicated values and expectations ● Structures and practices to promote physically healthy kids

School-Level Site Planning

Every year, each school must engage community and staff stakeholders to develop their Site Plan. Each school has the opportunity to refine its instructional programming within the parameters of the EFC Strategic Plan, EFC non-negotiables, its specific charter, and its budget. Specific areas where staff members have input are:

- Above and beyond investments in staff and resources
- Instructional priorities
- Instructional schedules
- Supplemental curriculum
- Professional development plan

For more detailed information regarding the site planning process, please refer to this site planning overview.

Staff Feedback and Organization Participation

Staff Feedback and organization participation are structured in a variety of ways to ensure feedback is collected in a consistent and comprehensive manner. This includes annual surveys, ongoing site surveys/temperature checks, embedded surveys/feedback in agendas/help tickets, school site committees, organizational committees/standing meetings, site-based activities, strategic planning, 1:1 meetings, and more. Working groups are also established by EFC and CEFC on an as-needed basis. Additionally, employees who are members of a union at EFC may be entitled to bring additional complaints or concerns according to the grievance systems outlined in the applicable collective bargaining agreement. Staff are also encouraged to share feedback directly with site leadership.

Each grade level, department, or circuit has a Grade Level Chair who is responsible for leading and facilitating all grade-level meetings and activities. The Grade Level Chair meets regularly with the grade level team about math, language arts, ELD, and school functions and reports to the Principal. The Grade Level Chair meets at least monthly with all the Grade Level Chairs as part of the site Instructional Leadership Team. Please contact the Principal of your school if you are interested in serving as your Grade Level Chair. Please see the job description for further details.

Budget

Each school develops a school site plan that aligns resources to the goals for the school for the upcoming year. Schools use the instructional program described in the Instructional Framework and their current data analysis to set goals and strategic investments for the upcoming year.

Hiring

Schools are able to hire the qualified teachers and staff they feel will best implement the educational program at that specific site. EFC feels that it is important for schools to be able to attract and retain staff that are passionate about and skilled at implementing the school's instructional model. The Certificated and ESS collective bargaining agreement outlines more specific requirements for hiring, such as interview panels.

Calendar and Scheduling

Schools use the base EFC calendar to create their own school-specific calendar that outlines professional development days, parent conferences, school events, etc. In terms of scheduling, each school creates their own bell schedules that best meet the needs of the families and the instructional program. Both the bell schedule and calendar must ensure compliance with the state expectations for instructional minutes. Scheduling also includes the setting of prep schedules, specials schedules, etc. The Certificated and ESS collective bargaining agreement provides more specific direction regarding the annual calendar.

Professional Development and Data Analysis

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

The professional development calendar and schedule vary by school and are outlined in the school's Instructional Framework. Each school has some form of professional learning community or inquiry groups as an anchor for teacher professional development.

During the school year, staff development will continue through network-wide professional development days, whole staff meetings, and grade-level team or department meetings. Additional staff development could include conferences, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with partner organizations, or involvement in other projects designed to enhance one's professional skills and knowledge.

Data analysis is a critical component of our professional development model. Teachers are expected to analyze data as part of their planning process. Together they set goals, design instructional responses to the data, implement those instructional responses, monitor students' progress, and then assess whether the grade level has met their goals on the following assessment.

Preparation and Collaborative Planning

Preparation time is time for teachers to prepare for their teaching. This can include cognitively planning lessons, preparing necessary materials, planning instructional responses to data, internalizing pedagogical moves, etc. This also is a time when teachers can meet with parents, schedule pre- and post-observation conferences, meet with colleagues, give student assessments, etc. Actual prep schedules are specific to each school site.

Collaboration time is critical to teacher development. Teachers are expected to attend grade-level and/or department-level meetings. Meeting attendance means arriving on time, actively engaging, and staying for the duration of the meeting. If for any reason, a teacher cannot attend the collaborative meeting they must clear it

through the Principal and alert the meeting chair that they will not be available. The Certificated and ESS collective bargaining agreement provides more specific guidelines for teacher preparation.

III. CONDITIONS OF EMPLOYMENT

General Professional Expectations

As a charter and reform-minded community of schools, EFC requires staff roles to be different from some traditional schools. EFC teachers and administrators will, at times, assume and incorporate new roles such as student mentor, activity leader, peer coach, problem solver, and team member. It is important that each staff member be accountable for their actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts a great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of EFC. EFC staff will:

- Practice professional and respectful discourse in all communications with each other, students, parents, other community members, and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere are maintained, in part, by the image that we present to the students, parents, and community.
- Be on time for school, class, meetings, and other scheduled events.
- Follow meeting norms, office norms, and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events.
- Strive to support each other. Staff should go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports).
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.
- Model punctuality and appropriate attendance for students.

EFC takes professional expectations seriously as we want to create a positive place to work and learn.

By accepting employment with Education for Change, you are considered a disaster service worker. In the event of a natural, manmade, or war-caused emergency that results in conditions of disaster or extreme peril to life, property, and resources, all employees of Education for Change are subject to disaster service activities as assigned to them

by their supervisors.

Employment Status

Except if stated expressly otherwise by a collective bargaining agreement or individual employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Job Duties

When you begin working at EFC, your supervisor will review your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the organization. EFC depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff members are expected to attend all school-arranged parent-teacher conferences and to assume supervisory responsibilities at school events/activities. In addition, teachers are expected to share responsibility for attending Back to School Nights, Open House, Data Summits, other school-wide events, and participating on school committees. Up to 12 hours maximum per school year for certificated staff as defined in Article 10.5 in the Certificated CBA.

We know that at times, the administrators will need to be away from the schools. In this case, the Principal appoints a Teacher in Charge who will act as principal in the absence of the administrators. The Teacher in Charge makes decisions for the administrators, except with regard to pupil suspension.

Work Schedule

Following are work schedule expectations for all staff. There are some staff members (e.g., receptionists, custodians) whose specific job requirements demand their presence at certain times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at non-school times of the day or week, and staff members are expected to be present.

- **School Staff Work Time**

  Staff work hours are outlined in the Collective Bargaining Agreements. All other management staff (including Home Office management staff) and administrators are expected to be at the school (or office) 15 mins prior to start of school and until 4:30 p.m., although later hours will be needed frequently. Supervisors will determine individual schedules.

- **Home Office Arrival and Departure Time**

  Home Office staff are generally expected to be in the office from 8:30 a.m. to 5:00 p.m. unless arrangements are approved by one's supervisor. Longer hours will be required as needed.

Meal and Rest Periods

Employees in union-represented positions are entitled to rest and meal periods as described in the applicable collective bargaining agreement.

The following agreement has been created for employees who work under six (6) hours per day and who wish to waive their right to a 30-minute unpaid break.

What to do next:

1. The waiver of a meal break must be at the request of the employee.
2. The employee must request permission from an authorized supervisor to waive their 30-minute unpaid break. The break may only be waived by mutual agreement between the employee and the supervisor.
3. The employee must sign and submit a meal break waiver agreement to the authorizing supervisor for each meal break waived(see below).
5. The supervisor will submit the signed meal break waiver agreement to the Human Resources Dept.

Documentation Required Prior to Employment

All EFC employees are responsible for submitting the following forms required either by our charters, insurance carriers, local law, or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) a W-4 tax form; and (f) a DE-4 tax form; (g) an I-9 form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

Equal Opportunity Employer

EFC is an equal opportunity employer and makes employment decisions on the basis of merit. EFC strives to hire the best available people for each job. EFC cultivates a work environment that encourages fairness, teamwork, and respect among all employees. EFC is firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. It is the policy of EFC to afford equal employment and advancement opportunities to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver’s license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), the Fair Employment and Housing Act (“FEHA”), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

EFC is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of EFC and prohibits unlawful discrimination by any employee of EFC.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, EFC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

An applicant, employee, or unpaid intern who requires an accommodation of a religious belief or practice should also contact the EFC Home Office representative for the day-to-day personnel responsibilities and discuss the need for accommodation. If the accommodation is reasonable and will not impose an undue hardship, EFC will make the accommodation.

Policy Against Unlawful Harassment/Discrimination/Retaliation

EFC is committed to providing a work and educational atmosphere that is free of unlawful harassment. The School's policy prohibits harassment, discrimination, or retaliation based on the employee's status in one or more protected classes outlined in the Equal Opportunity Employer policy in this handbook. The School will not condone or tolerate harassment of any type by any employee, independent contractor, or other person with whom the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes, comments, or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race, or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Differential or preferential treatment based on any of the protected classes above.
- Prohibited harassment is not just sexual harassment but harassment based on any protected category.
- Employees should also know that if they engage in harassment, they can be held personally liable for the misconduct.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in educational institutions is prohibited. All persons, regardless of their gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment may consist of sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment training within six (6) months of their hire or

assumption of a supervisory position and will receive further training once every two (2) years thereafter. All other staff will receive one (1) hour of sexual harassment training within six (6) months of hire and will receive further training once every two (2) years thereafter.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Chief Executive Officer ("Superintendent"). See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation, or attempts to commit these assaults
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions, or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making a performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning, or pornographic, or bringing to work or possessing any such material to read, display, or view at work.
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint, or reporting sexual harassment.

The School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has the authority to conduct an investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and

settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Council ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

Whistleblower Policy

Education For Change Public Schools is committed to lawful and ethical behavior in all its activities and requires board members, executives, directors, and employees to act in accordance with all applicable laws, regulations, and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of Education for Change Public School's Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities.
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law, policy, or questionable accounting or auditing matters by EFCPS.
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy, protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law, policy, or any questionable accounting or auditing matter by Education for Change Public Schools, its officers, directors, executives, employees, or other representatives. Reporters must also notify Education for Change Public Schools if an action needs to be taken in order for Education for Change Public Schools to be in compliance with law, policy, or generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the Education for Change Public Schools financial documents, grant reports, tax returns, or other public documents.
- Providing false information to or withholding material information from the Education for Change Public Schools auditors, accountants, directors, or other representatives responsible for ensuring compliance with fiscal and legal responsibilities.
- Embezzlement, private benefit, or misappropriation of funds.
- Material violation of Education for Change Public Schools policy, including among others, confidentiality, conflict of interest, whistleblower, ethics, and document retention.
- Discrimination based on race, gender, sexual orientation, ethnicity, disability, or any other unlawful biases.
- Facilitating or concealing any of the above or similar actions.

Reporting Concerns

All Education for Change Public Schools Employees:

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the HR Director or Chief Executive Officer. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact the Board of Directors within Education for Change Public Schools.

Handling of Reporting Violations

Except otherwise required by law, or as otherwise required by court order, Education for Change Public Schools will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Superintendent or their designee to determine if the allegations are true, whether the issue is material, and what actions, if any, are necessary to correct the problem.

Education for Change Public Schools' staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the Superintendent.

For matters reported directly to the Chairman of the Board of Directors, the Board of Directors shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

Authority of Investigative Parties

The Investigative Parties (any Chief or the Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against, or otherwise subject to retaliation or, in the case of any employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law, policy, or a materials accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, Education for Change Public Schools cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of Education for Change Public Schools to individuals not involved in the investigation may be viewed as a serious disciplinary offense and, with respect to Education for Change Public Schools' employees, may (on a case by case basis) result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Therapy Dogs and Live Animals in the Classroom

EFC maintains standards for particular use cases of animals in educational settings to support student learning and

emotional needs. Specifically, Education for Change public school maintains standards for Therapy Dogs and Live Animals in the Classroom.

Therapy Dogs

Education for Change Public Schools supports the use of certified therapy dogs for the academic, social, and emotional benefit of its students. A certified therapy dog is a dog trained to provide affection and comfort to students in the school. The most important characteristic of a therapy dog is its temperament. A good therapy dog must be friendly, patient, confident, at ease in all situations, and gentle. Therapy dogs must enjoy human contact and be content to be petted and handled, sometimes clumsily. A therapy dog's primary job is to allow unfamiliar people to make physical contact with it and to enjoy that contact.

The following minimum standards shall be in effect for all dogs approved to serve in the school.

1. A therapy dog must be clean, well-groomed, and not have an offensive odor.
2. A therapy dog does not urinate or defecate in inappropriate locations.
3. A therapy dog does not annoy any member of the student body or school personnel by seeking attention.
4. A therapy dog does not vocalize unnecessarily.
5. A therapy dog shows no aggression towards people or other animals.
6. A therapy dog does not solicit or steal food or other items from the student body or school personnel.
7. A therapy dog does not pose a health or safety threat to any student, personnel, or other persons.
8. The owner providing the therapy dog must be in full control at all times. The owner must provide care, and supervision and will be solely responsible for handling the therapy dog.
9. The therapy dog owner must always carry equipment sufficient to clean up the animal's waste, immediately remove the waste, and be responsible for the proper disposal of the animal's waste.

Therapy dogs are independently owned and must meet standards of health as prescribed by veterinarians at the owner's expense. Education for Change Public Schools bears no financial responsibility for the care or feeding of the animal.

Prior approval, owners shall provide to the Chief Strategy Officer or their designee:

1. Proof of current inoculations
2. Proof of health, such as a current health certificate from a veterinarian.
3. Proof of physical
4. Proof of heartworm test
5. Proof of the owner's Therapy Dog Owner liability insurance policy.
The policy shall name Education for Change Public Schools and its Board Members as additional insureds, and provide coverage of at least $1 million per occurrence.
6. Proof of the dog's Therapy Dog Certification

In addition, prior to approval, the owner shall present to the Principal:

1. A visibly clean dog with no sign of fleas/ticks.
2. A visually healthy, alert, and not grossly over or underweight dog.

These same requirements must be met on an annual basis, prior to the start of any school year. Should the Therapy Dog Owner's liability insurance expire during the school year, a copy of the renewed policy must be provided to the COO prior to the expiration date.

The Principal shall notify parents on an annual basis regarding the presence of therapy dogs in the school building.

Live Animals in the Classroom

Education for Change Public Schools allows the use of live animals in the classroom to enhance the learning

experience of our students. In order to ensure student and animal health and safety, the following requirements must be met for the use of live animals in the classroom:

1. The principal must establish procedures for approving requests from teachers for the use of live animals prior to their display in the classroom.
2. Animals whose bite may be poisonous or may cause severe physiological reactions are not permitted in schools.
3. Animals should be kept in an appropriate cage or enclosure that provides maximum containment of the animals, clean and sanitary conditions, shelter and protection from the weather, and appropriate temperatures and assures safety for the students.
4. Warning signs such as Keep Hands Away from Cage should be posted conspicuously on cages housing animals that may bite. Students and visitors should be cautioned about inserting fingers in an occupied animal cage.
5. All animals should be supplied with suitable and sufficient food and water as often as the feeding habits of such animals require. Students should feed and handle animals under the supervision of the teacher.
6. Teachers should train students in the handling and care of animals, such as mice and guinea pigs. Students should not excite animals or engage in activities such as poking pencils at animals because such activity encourages biting. Students need to know that many animals are nocturnal and are likely to bite if disturbed during the day.
7. Every reasonable precaution shall be taken to ensure that animals are not teased, abused, mistreated, annoyed, tormented, or in any manner made to suffer by any person or by any means.
8. Students should thoroughly wash their hands after they finish touching or handling an animal in the classroom to ensure proper hygiene. Students should not eat or drink anything while touching or handling an animal. Students shall wash their hands thoroughly after touching or handling an animal before eating or drinking anything.
9. All sick animals shall be isolated from healthy animals in such a manner that the illness or disease will not be transmitted to other animals. Students should not be allowed to touch or handle sick animals.

Volunteers/Chaperones

EFC recognizes the importance of parent and community involvement in all aspects of our educational and extracurricular school programming. Volunteers contribute to the success of our schools and allow schools to expand many programs and activities. A volunteer is defined as someone who is not employed by EFC, and who, for no compensation.

EFC requires that:

1. Any volunteer who will be associated with any school program in any capacity and on a frequent basis during the year, and who may have regular and/or unsupervised contact with students, will submit fingerprints to allow for a criminal background check at the expense of the school. The volunteer may also need to complete a TB test depending upon the frequency/duration of the volunteer's visits to EFC. Administrators of each school will maintain records of volunteers and their number of visits to the school.
2. All volunteers comply with all policies and regulations set forth by the school or EFC that involve the safety of students, as well as have a signed "Volunteer Commitments & Oath" form on file with EFC.
3. All volunteers must sign in with the Office Staff when on school property.
4. All volunteers must work under the direction and supervision of a school employee.
5. All volunteers wear some form of proper identification (Volunteer Badge) visible to the entire staff and outside visitors.

Implementation:

- Volunteers must check in with the Office Manager and/or main office. The Office Manager will monitor volunteer hours using a "Sign-in and out binder".
- Any volunteer who will be in schools and have significant and/or possibly unsupervised contact with

students must receive HR clearance prior to to starting volunteering service.

Fingerprinting and TB Test process:

- Site Operations Manager, or designee, provides a fingerprint/TB test packet to the volunteer.
- Volunteer completes fingerprinting at an EFC approved fingerprinting location
- Volunteer provided a copy of the completed form to the Site Operations Manager, or designee
- Return the original TB test results to the Site Operations Manager, or designee
- The Site Operations Manager, or designee, notifies the HR Department with name, contact information and purpose of the volunteer
- The HR Department notifies the Site Operations Manager if the volunteer is approved or not approved

Personal Property

EFC is not responsible for any loss or damage that occurs to employees' personal property that is brought onto its premises, in vehicles, or in parking areas. Employees are to use their own discretion when choosing to bring personal property to the workplace and do so at their own risk. Employees should take necessary precautions to protect their personal effects from theft, loss, or damage while on EFC premises.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of EFC facilities. Employees may not use loading zones or parking areas specifically designated for other vehicles. EFC is not responsible for any loss or damage to employee vehicles or contents while parked during EFC sessions, nor is it responsible for employees' parking violations. However, as a courtesy, EFC may reimburse up to $200 of the cost of repairing vehicle damage. Original receipts must be submitted for reimbursement.

Solicitation and Distribution of Literature

In order to ensure the efficient operation of EFC's business and to prevent disruption to students and employees, EFC has established control of solicitations and distribution of literature unrelated to EFC business on EFC property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by EFC may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or Superintendent.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of EFC, which impairs an employee's ability to exercise good judgment on behalf of EFC, creates an actual or potential conflict of interest. Supervisor subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Human Resources Director, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, EFC may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

EFC has no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct relationship

between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

IV. WORKPLACE SAFETY

Health and Safety

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees will complete a series of annual trainings related to health and safety.

Employees are required to report immediately to your supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

EFC has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when keys are missing or if security access codes or passes have been breached.

Occupational Safety and Health

EFC will comply with applicable state and federal laws and regulations relating to Occupational Safety and Health.

Any employee(s) shall report to the Principal, any possible health or safety hazards so that EFC may resolve any such circumstances.

EFC's employees do have the right to file anonymous OSHA complaints if they see a need that is not being addressed.

EFC agrees to take no retaliatory action against any employee for his/her actions in reporting possible health or safety hazards.

Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on EFC premises to the sites office personnel, so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Every employee must complete an incident report.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the

local emergency numbers such as 911.

School Facilities and Security

EFC facilities are generally located in or near urban neighborhoods with higher-than-average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security-related information.

Please report any and all incidents via the Incident / Injury Form.

Inspection of Property

In order to help ensure the health and safety of EFC students and staff, EFC reserves the right to inspect School premises. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgment of receipt of this Handbook, employees understand that they do not have a reasonable expectation of privacy with regard to EFC property and personal property while on EFC premises.

Drug-Free Workplace

Employees are expected to remain drug-free. "Drug-free" shall be understood to mean free from the use of any illegal, non-physician-prescribed drugs, alcohol, or other substances. Violation of this policy will not be tolerated. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to EFC. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes EFC to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on EFC property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on EFC property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible release from employment. In addition, EFC will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. EFC also may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while in the employment of EFC property will not be tolerated because such conduct, even while off duty, reflects adversely on EFC. In addition, EFC must keep people who sell or possess controlled substances off EFC premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

EFC will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect EFC's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

On occasion, the EFC Superintendent may authorize the use of EFC premises for celebrations or gatherings wherein alcohol is served. Employees participating in these gatherings are expected to show good judgment and reasonable behavior with respect to alcohol.

Lactation Accommodation

EFC shall provide appropriate space for employees to express breast milk when needed. The space shall not be a bathroom, shielded from view and free from intrusion by coworkers or the public, have a lock, and not be used for any other activity while used for lactation purposes. The location shall not be accessible to students, shall be in a consistent location, shall be clean, and shall have access to running water and a refrigerator, and electricity. Employees will be allowed to use this space without question for at least 25 minutes at a time as frequently as needed.

Employees' Children in the Workplace

Education for Change Public Schools strives to be a family-friendly employer that promotes healthy work-life balance. We are aware that many of our employees are also caregivers and parents and respect the challenges that arise when childcare emergencies or other unavoidable situations arise. However, EFC is liable for incidents involving employees' children in the workplace. Therefore, the presence of children in the workplace is to be avoided whenever possible. If bringing a child to work with the employee is unavoidable, the employee must contact the principal/supervisor by email as soon as possible to discuss the situation and obtain permission to have the child accompany the employee while working. Factors the leadership will consider are the age of the child, how long the child needs to be present, the work environment in the employee's area, and any possible disruption to the employee's and co-workers' work. A child brought to the workplace in unavoidable situations will be the responsibility of the employee. Because of our liability, under no circumstances will an employee's child be allowed at a school site during school hours unless they are old enough (at least 10 years of age), to volunteer or assist in the classroom under the supervision of an employee. A child who is ill cannot be brought to the workplace at any time.

Recycling, Waste Prevention, and Conservation

EFC actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to prevent waste, conserve resources, and recycle reusable materials.

Workplace Violence

EFC is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

Smoking

Pursuant to California law, no smoking will be allowed in school facilities or at school-related activities. Employees choosing to smoke must do so only during their break and/or lunch periods and must do so away from school facilities.

V. STUDENT SAFETY

Child Abuse Reporting Requirements

All EFC personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters must report suspected child maltreatment *immediately* when they have "reasonable suspicion to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

EFC shall provide training to all personnel regarding the obligations as mandatory reporters and the steps required to report suspected abuse. AB 1432 requires annual training for all our employees. This training is provided as an online course using Everfi.

This training is assigned to all employees in September. Personnel hired after this time will be assigned training after hiring.

Information on Child Abuse and the Suspected Child Abuse reporting form can be found in the HR resources folder on the EFC internal website. Click here to access this information.

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury that is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgment are in your employment materials and must be filed with the Home Office.

CA Penal Codes - Mandated Reporting

Policy Defining Appropriate and Inappropriate Physical Contact

Our organization's physical contact policy promotes a positive, nurturing environment while protecting students, employees, and volunteers. Any inappropriate physical contact by employees or volunteers towards students in the organization's programs will result in disciplinary action, up to and including termination of employment.

The organization's policies for appropriate and inappropriate physical interactions include but are not limited to:

Appropriate Physical Interactions	*Inappropriate Physical Interactions*
Contact initiated by the student such as: ● Side hugs ● Shoulder-to-shoulder or "temple" hugs ● Pats on the shoulder or back ● Handshakes ● High-fives and hand slapping ● Pats on the head when culturally appropriate ● Touching hands, shoulders, and arms ● Arms around shoulders ● Holding hands (with young children in escorting situations)	● Full-frontal hugs ● Kisses ● Showing affection in isolated areas or while one-on-one ● Lap sitting ● Wrestling ● Piggyback rides ● Tickling ● Allowing a student to cling to an employee's or volunteer's leg ● Allowing students, older than kindergarten, to sit on an employee or volunteer's lap ● Any type of massage given by or to a student outside of accepted and documented medical treatment ● Touching bottom, chest, or genital areas that is outside authorized and documented personal care assistance

Policy Defining Appropriate and Inappropriate Verbal Interactions

Employees and volunteers are prohibited from speaking to students in a way that is, or could be construed by any observer, as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.

Employees and volunteers must not initiate sexually-oriented conversations with students. Employees and volunteers are not permitted to discuss their own sexual activities with students.

Our organization's policies for appropriate and inappropriate verbal interactions include but are not limited to:

Appropriate Verbal Interactions	*Inappropriate Verbal Interactions*
• Positive reinforcement • Appropriate jokes • Encouragement • Praise • Strength-based conversations • Self-disclosure as a supervised therapeutic tool by licensed clinicians, medical professionals, and pastoral counseling	• Name-calling • Discussing sexual encounters or in any way involving students in the personal problems or issues of employees and volunteers • Secrets • Cursing • Off-color or sexual jokes • Shaming, belittling • Oversharing personal history • Derogatory remarks • Harsh language that may frighten, threaten or humiliate students • Derogatory remarks about the student or his/her family • Compliments relating to physique or body development

Reporting of Suspective Abuse or Inappropriate Behaviors and/or Policy Violations

EFC has zero tolerance for abuse. It is imperative that every employee or volunteer actively participates in the protection of students and staff.

In the event that employees or volunteers observe red-flag or inappropriate behaviors and/or policy violations by other employees or volunteers, it is their professional and personal responsibility to immediately report their observations in accordance with the organization's reporting procedures.

Remember, at our organization, the policies apply to everyone.

The following are examples of red-flag or inappropriate behaviors that all employees and volunteers are required to report:

- Any violation of the organization's abuse prevention policies
- Seeking unauthorized private time or one-on-one time with students and staff
- Seeing or visiting with a student outside of scheduled programming
- Buying gifts for individual students and staff
- Sending unauthorized electronic communications through text messaging, social media, online gaming, etc. in violation of the organization's electronic communication policy
- Making suggestive comments to students and staff
- Showing favoritism towards a student or type of student
- students and staff disclosing that an employee or volunteer makes them feel uncomfortable

All reports of suspicious or inappropriate behavior with students and staff will be taken seriously. Our procedures will be carefully followed to ensure that the rights of all those involved are protected.

If employees or volunteers witness suspicious or inappropriate behaviors or policy violations from another employee or volunteer, the individual is instructed to do the following:

- Interrupt the behavior.
- Report the behavior to a supervisor, director, or other authority.
- If you are not comfortable making the report directly, make it anonymously
- If the report is about a supervisor or administrator, contact the next level of management.
- Complete an internal report but do not conduct an investigation.
- Keep reporting until the appropriate action is taken.

Bullying/ Harassment

EFC staff are expected to respond to signs and/or reports of bullying or student harassment with a sense of urgency. Such incidents need to be documented and teachers must create action plans to support students' safety. If incidents continue, the classroom teacher must reach out to their grade level Admin and Dean of Students for support.

According to Stopbullying.gov, bullying can be defined as "unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behavior must be aggressive in nature and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. EFC staff must report and respond to all four types of bullying: social, physical, verbal, and cyber.

EFC Safe Place to Learn Policy

See EFC Handbook for Sexual Harassment Policy.

Transportation of Students

Student transportation shall be allowed only with advance Administrator level approval. Any EFC employee transporting students must have and provide to the Administration a valid California Driver's License as well as proof of auto insurance prior to driving an EFC student other than their own child. A copy of the driver's license and current proof of auto insurance is to remain on file in the Human Resources Department in the employee's file at the Home Office. Staff members are to complete the EFC expense reimbursement form in order to be reimbursed for mileage relating to student transportation (use Google Maps to document the mileage). Staff members are expected to keep the student seating area free of trash and personal items and must have appropriate restraint devices required by law in order to transport students. Staff and students are required to wear required restraints at all times (i.e.; seatbelts). Students are not permitted to eat in the vehicle. EFC staff members are expected to obey all DMV regulations while transporting students, including obeying posted speed limits and not texting and/or using an electronic device that requires hands while driving or participating in any activity that compromises safety. Staff members transporting students are expected to keep a first aid kit in the vehicle in case of an emergency (this can be provided by the school).

Accident Policy while Transporting Students

1. Pull to the side of the road when it is safe to do so, putting the vehicle in park and turning off the engine.
2. Check yourself, students, and other staff for injury. Provide first aid where necessary. Do not move an injured person if it is likely to cause further injury unless leaving the individual in the vehicle puts them at a higher risk (i.e.; car fire), then move the individual to safety.
3. Call 911 if there are serious injuries.
4. Call your immediate supervisor, giving them your location, phone number, license plate number, and names of any individuals in the vehicles.
5. If a second party is involved, call the police and make a police report. Do NOT admit fault!

6. Obtain all pertinent driver information (i.e.; license plate, driver's license number, make/model and color of vehicle, and insurance card (take a photo if possible).
7. Notify your insurance carrier immediately.
8. Fill out the EFC incident report form.
9. Notify appropriate Home Office personnel.

Student Files

Student files are kept under the supervision of the Site Operations Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Site Operations Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of EFC, the school will not release copies of the files without written notification from the requesting school.

Confidentiality and Proprietary Information

The security of EFC property is of vital importance to EFC. School property includes not only tangible property, such as desks and computers but also intangible property such as data and information. All employees share a responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding EFC, its students, its suppliers, its customers, or perhaps even fellow employees. You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

Technology and Security of Passwords

EFC has developed an email system, voice mail system, access to the Internet, and other technology systems to assist employees in conducting EFC business. All information, data, and messages created, received, sent, or stored in these systems are, at all times, the property of EFC. These systems are to be used solely for business-related purposes. EFC does not allow these systems to be used in creating, receiving, sending, or storing data
that may reasonably be considered to be maliciously defamatory, obscene, or harassing. EFC has software and systems in place that are capable of monitoring and recording all community traffic to and from any computer employees may use. EFC reserves the right to inspect any and all files stored in all areas of the EFC community in order to assure compliance with this and other policies.

EFC relies on Aeries, the student information system, and other software to run mission-critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to Illuminate, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account. Employees must acknowledge their acceptance of the EFC Acceptable Use Policy in order to use EFC technology resources.

Electronic Communications

This policy describes EFC's guidelines with regard to the use of electronic mail, voice mail, Internet access, and computer systems. This policy covers all EFC systems including all individual equipment (e.g., stand-alone computers and laptops). These systems are important assets of EFC and have been installed at substantial expense to facilitate business communications.

EFC respects the individual privacy rights of its employees; however, employee privacy does not extend to the employee's work-related conduct or to the use of our equipment or supplies. EFC operates under this policy for several reasons including: (1) to ensure that these systems are only used for business purposes; (2) to follow up on departing employees' work-in-progress; (3) to ensure that the confidentiality of these trade secrets is being preserved; (4) to monitor employee performance; (5) to maintain the systems; and (6) to monitor our customer service and relations with outside business. You should be aware that the following guidelines might affect your privacy in the workplace.

Although each employee may have individual passwords to access these systems, the systems belong to EFC and the contents are to be accessible at all times by management for any business purpose. The systems may be subject to periodic unannounced inspections and should be treated like other shared filing systems. All systems passwords must be given to EFC management and you may not use passwords that are unknown to your supervisor or Human Resources Manager. Of course, these systems are intended solely for business use. Employees should inform family members and friends not to use the systems for any confidential messages (e.g., confidential voicemail or e-mail messages).

Do not assume that messages and files are confidential. EFC has the capability to access, review, and copy or delete any messages sent, received, or stored on the systems. EFC reserves the right to access, review, and copy or delete all such messages for any purpose and to disclose them to any party (inside or outside of EFC) it deems appropriate. Back-up copies of electronic mail messages, voicemail messages, and computer files are maintained and referenced for business and legal reasons.

These systems may not be used in any manner that would be discriminatory, harassing, or obscene, or for any other purpose which is illegal, or against EFC policy. Employees are not permitted to access the electronic

communications of other employees or third parties unless directed to do so by EFC management. Accessing another employee's electronic communications is strictly forbidden. EFC reserves the right to access and review files and messages and to monitor the use of electronic communications as is necessary to ensure that there is no misuse or violation of EFC policy or any law. Employees who misuse these communication systems will be subject to discipline up to and including termination.

Employees may not install personal software in EFC computer systems without prior written approval.

All electronic information created by any employee using any means of electronic communication provided by EFC is the property of EFC and remains the property of EFC.

Use of email on the Internet to copy and/or transmit any documents, software, or other information protected by copyright laws is prohibited.

Employees must exercise a greater degree of caution in transmitting EFC confidential information by email than they take with other means of communicating information, (e.g., written memoranda, letters, or phone calls) because of the reduced human effort required to redistribute such information. EFC confidential information should never be transmitted or forwarded to outside individuals or companies not authorized to receive that information and should not even be sent or forwarded to other employees inside EFC who do not need to know the information.

Always use care in addressing e-mail messages to make sure that messages are not inadvertently sent to outsiders or the wrong person inside EFC. In particular, exercise care when using distribution lists to make sure that all addresses are appropriate recipients of the information. Lists are not always kept current and individuals using lists should take measures to ensure that the lists are current. Refrain from routinely forwarding messages containing company confidential information to multiple parties unless there is a clear business need to do so.

Access to the Internet, Web sites, and other types of EFC-paid computer access are to be used for EFC-related business only.

Any EFC-provided laptops or portable computers are covered by this policy at all times. They are not to be used by employees for personal business activity.

Also, EFC strives to maintain a workplace that promotes a culture of respect. Therefore, EFC prohibits the use of computers, access to the Internet, and the E-mail system in ways that are malicious, disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail may not be used to solicit others for commercial ventures or purchases, religious or political causes, outside organizations, or other non-business matters or fundraising not approved by the Superintendent.

Remember that EFC purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, EFC does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement. EFC prohibits the illegal duplication of software and its related documentation.

Employees should notify their supervisor or Human Resources Manager upon learning of violations of this policy.

Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Cell Phone Policy

Cell phones (including earpieces) of any type may not be used in the classroom during instructional time. Cell phone usage, except for in the case of an emergency, should be limited to employee's break/lunch periods. Cell phone usage during times of student supervision is prohibited. If you have a camera phone, you may not use the camera function in any areas where other employees and students may have an expectation of privacy (e.g.: restrooms, locker rooms). Also, EFC has the legitimate expectation that you will respect all confidential information when using your cell phone on EFC premises. Violation of either of these expectations may result in discipline up to and including release from employment.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only individuals specifically designated by the Superintendent may comment on behalf of EFC to news reporters regarding matters such as EFC policy or events relevant to EFC.

VI. COMPENSATION AND BENEFITS

Salary Basis Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, EFC assigns employees to one or more of the following employment categories:

10 Month Staff

10 Month Staff members typically work a 191-196 day work-year. School-year staff typically do not have scheduled work days between the end of June and mid-August. This category generally includes all classroom teachers and some other school-site staff.

Payroll schedule and medical benefits run from August through July.

11 Month Staff

11 Month Staff members typically work from 207-215 days per year, depending on the position. This category generally includes Deans, API's and other positions .

Payroll schedule and medical benefits run from July to June.

12-Month Staff/Year-Round Staff

Year-Round staff typically works a 12-month work year. This category includes all Home Office, Principals and other support staff such as school-site custodians. Site Office Managers and employees scheduled to work 222 days are considered 12-month employees.

Payroll schedule and medical benefits run from July to June.

Full-Time Staff

Staff who are regular employees who are scheduled to work 8 hours per day and five days a week.

Part-Time Staff

Staff who are regular employees who regularly work less than 8 hours per day or less than five days per week.

Temporary Staff

Temporary staff are those working for less than 90 days. Temporary staff are not eligible for certain benefits, including health insurance, or paid time off.

Non-Exempt Staff (Eligible for overtime)

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Supervisors will approve any overtime hours in advance and submit appropriate documentation for payroll purposes.

Salaried Non-Exempt Employees (Eligible for overtime)

Salaried Non-Exempt employees are generally salaried, i.e., not paid on an hourly basis, and eligible for overtime for hours worked over eight (8) hours per day or 40 hours in a week. Supervisors must approve any overtime hours in advance and will submit appropriate documentation for payroll purposes.

Exempt Employees (Not eligible for overtime)

Exempt employees include professional staff, teachers, supervisors, executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in a job description.

Please see the applicable collective bargaining agreement for further information on your job assignment.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is EFC's objective to attract and retain talented and dedicated employees. EFC desires to pay all regular employees wages and salaries that are competitive with other non-profit employers and local school districts.

Classified employees' annual salary will be based on work experience and qualifications and will be based on market-rate salaries for similar positions. Classified employees will be paid on a semi-monthly basis and will be paid in twenty (24) equal monthly payments, less statutory and other authorized deductions.
Certificated employees (teachers only): compensation shall be determined based on the EFC Teacher Salary Schedule. Coaches' compensation shall be determined based on the EFC Coaches Salary Schedule. Employee's'

annual salary will be based on verification of work experience and will be paid in twelve (12) equal monthly payments, less statutory and other authorized deductions. The employee understands that his/her position is exempt from overtime under State and Federal law and other applicable wage and hour laws.

Automatic Payroll Deposit

EFC requires automatic payroll deposit for all employees, either through a bank account. To begin automatic payroll deposit, you must submit a direct deposit form and a canceled check to the Home Office during the hiring process or be issued an Aline Visa Card. The automatic deposit should begin with the second payroll following the submission of your direct deposit information. Your paycheck will be deposited on or before the last business day of each month. Semi-monthly will be deposited on or before the 15th and on or before the last business day of each month.

EFC has implemented the use of Aline Cards. These are Visa Cards that will be used in lieu of a checking account for direct deposit. Payroll deposits will be uploaded to the cards for the employee's use. These Aline Cards are also available to any employee who is interested in using one. The card can be used in addition to your direct deposit. A designated amount would need to be indicated to be uploaded to the card. For more information, contact Human Resources/Payroll.

Payroll Information

Paydays for certificated staff are generally scheduled on the 25th of each month. Your paycheck or pay statement will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check-in certain cases must be arranged in writing in advance with the Office Manager at the Site or the Home Office.

For non-exempt, hourly, temporary, or part-time employees on a semi-monthly pay schedule(including substitute teachers), as well as full-time employees performing, approved extra duties, ADP timesheets will be kept from the 1st of the month through the 15th of the month, then from the 16th day of the month through the last working day of the following month. Timesheets will be approved by your timecard supervisor in ADP no later than the 15th, or last day of the month.

Hourly Employees using time and attendance online must clock in when they start their work schedule and clock out when they leave. If the employee is eligible for 30 minutes of unpaid lunch (working 5 or more hours), they must clock out for lunch prior to the end of the 5th hour and clock back in no earlier than 30 minutes later when they return from their lunch break.
If the 15th or the last day of the month falls on a weekend or holiday, timesheets should be submitted on the school day closest to the 15th and the last day of the month. You are responsible for accurately recording your time on your timesheet. Falsification of any time records is cause for disciplinary action, up to and including termination.

If you believe there is a mistake on your paycheck, notify the Payroll Analyst or Director of Human Resources/Payroll via the HRRT Ticketing System.

Reimbursement/Purchasing Policy

EFC will pay reasonable expenses incurred in the course of an employee's work. Employees must obtain approval prior to incurring expenses on behalf of EFC to ensure the expenses are within budgetary guidelines. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor, and accompanied by original receipts affixed to a full sheet of paper and submitted to the Home Office. Purchases made on behalf of EFC must be separated from personal items on the store receipt. All reimbursement reports must be completed within one calendar month of purchase.

EFC will reimburse employees for pre-approved reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the IRS-approved mileage reimbursement amount per mile after 'basic' miles are

deducted. Basic miles are the number of round trip miles from home to your regular workplace.

Our EFC Operating Guidelines will contain more detailed information on our reimbursement and travel policies. If you have any questions about EFC's expense reimbursement policy, please contact your Principal, who is your liaison to the Home Office.

Employees requesting additional classroom supplies and/or instructional material must obtain approval prior to incurring expenses on behalf of EFC, to ensure the expenses are within budgetary guidelines.

Group Benefits

Education for Change is committed to providing competitive benefits. The following benefits are currently offered to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and/or Part-time who are working in excess of 30 hours per week). Education for Change does not provide for double coverage of health benefits for its employees. If spouses/domestic partners/or any dependent are both employed by Education for Change they have the option of either: 1) Individual separate coverage, or 2) being covered by the spouse/domestic partner's plan. You are responsible for completing the necessary paperwork in a timely manner to ensure activation of your benefits. Also, please refer to the separate EFC benefits summary for more information. If there is any conflict between this handbook and the official Summary Plan Descriptions ("SPD"s) or plan documents, the official SPDs and/or plan documents will govern. As with all policies in this handbook, healthcare coverage may change at any time.

Health coverage runs consistently with your work term dates.

10 Month Employees: August –July
11 Month Employees: July – June
12 Month Employees: July – June

Individual Benefits

EFC offers qualifying employees school-sponsored benefit programs as outlined below, and in the applicable collective bargaining agreement. Specific Details can be found in the Benefits Guide.

Medical Insurance

Kaiser Permanente and Sutter Health Plus are our options for medical coverage. There are 2 different plan options within each of these Health Providers' systems.

Option 1 is the Traditional HMO for both Kaiser and Sutter Health Plus. The employees' cost share is 20% of the monthly premium.

Option 2 is the Deductible HMO for both Kaiser and Sutter Health Plus. The employees' cost share is 10% of the monthly premium.

You will be given more information about the specific plans upon enrollment.

Guardian Supplementary Insurance Plans: Accident, Critical Illness, and Hospital Indemnity. The monthly premiums for these Supplementary Plans are employee-paid. Specific plan details are in the Benefits Guide .

Dental Insurance

Dental benefits are provided by Delta Dental. The employees' cost share is 20% of the monthly premium.

Vision Insurance

Vision benefits are provided by the Vision Service Plan (VSP). The employees' cost share is 20% of the monthly premium. You will be given more information about the specific plans upon enrollment. .

Employee Assistance Program (EAP)

Employee Assistance benefits are provided by Concern-EAP. EFC currently covers the entire cost of the EAP plan for employees and their dependents.

Flexible Spending Accounts (FSA)

Education for Change offers Flexible Spending Accounts to all employees. The plan year for Flexible Spending Accounts begins in July and runs through June. The different Flexible Spending Accounts are: Health Flexible Spending Account, Dependent Care Flexible Spending Account, and Commuter Benefits.

Disability Insurance

All employees participate in California State Disability Insurance. The state-designated amount is deducted from your paycheck.

Life Insurance

Life Insurance from Hartford is payable up to $30,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

COBRA

The federal Consolidated Omnibus Budget Reconciliation Act ("COBRA") gives you and your qualified beneficiaries the opportunity to continue health insurance coverage under our health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are: resignation, termination of employment, or death of an employee; a reduction in your hours or a leave of absence; your divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, you or your beneficiary pays the full cost of coverage at our group rates, plus an administration fee.

You will be provided with a written notice describing your rights granted under COBRA when you become eligible for coverage under our health insurance plan. The notice contains important information about your rights and obligations.

Health Insurance Portability

Under the Health Insurance Portability and Accountability Act, you and your qualified beneficiaries are entitled to Certificates of Coverage from EFC when any of three circumstances are present. These Certificates allow you and your dependents to transfer from one employer health plan to another without starting a new pre-existing condition waiting period. The three conditions are:

- When you are no longer covered under the health plan, or you begin COBRA coverage (as in the case of extended leaves of absence or termination);

- At the time your COBRA coverage ends; and
- When a request is made within 24 months of termination of coverage.

The term "portability" does not mean you may take your specific health insurance policy from one job to another. It means that once you obtain health coverage, you will be able to use evidence of that insurance to reduce or eliminate any pre-existing medical condition exclusion period that might otherwise have been imposed on you when you move to another group health plan. Portability is designed to help people maintain coverage by giving them credit for having been covered previously.

You will be advised in writing of any pre-existing condition clause in your health insurance plan when you are hired. You may then request Certificate(s) from your previous employer (if applicable) to apply to your current plan. You may also request Certificate(s) from us under the conditions mentioned above when applicable.

Domestic Partners Coverage

EFC offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant non-spouse partner under our medical and dental plans. A domestic partnership will be recognized when it meets the provisions of Family Code Section 297 and when the couple has registered with the California Secretary of State.

Unemployment Compensation

Under certain circumstances, employees may be eligible for unemployment compensation upon termination of employment with EFC. Eligibility for unemployment compensation is determined by the State Employment Development Department and not by EFC.

Retirement

EFC currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

Which Retirement Plan?

Mandatory participation: Full-time non-teaching (Classified) staff are automatically enrolled in the Public Employee Retirement System ("CalPERS"). Certificated staff working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System ("CalSTRS" or "STRS"). Special regulations dictate the participation of foreign teachers. In addition, any teacher or substitute already enrolled in CalSTRS through a previous job must participate in CalSTRS while working at EFC.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in STRS. Substitute teachers who are not already members of STRS can elect to participate in STRS. Membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

Public Employee Retirement System

For eligible staff, EFC offers PERS, a "defined benefit" retirement plan that covers most California classified employees. Employees contribute 8% of their salary, and EFC contributes 19.721% of the staff member's salary (these rates may change over time). PERS has a five-year vesting period; once vested members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on PERS is available at https://www.calpers.ca.gov/.

Accrued sick time from previous employers may be carried over to EFC within 90 days of initial employment. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Director

of Human Resources.

California State Teachers Retirement System

For eligible staff, EFC offers STRS, a "defined benefit" retirement plan that covers most California public school teachers. Employees contribute based on their STRS designation (Classic 10.25%, Pepra 10.205%) of their salary, and EFC contributes 17.10% of the teacher's salary (these rates may change over time). STRS has a five-year vesting period; once vested, members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on STRS is available at www.calstrs.com.

Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Home Office. Upon leaving EFC, unused sick days may be transferred to your new place of employment.

Voluntary Supplemental Retirement Plans – 403(b), 457(b)

EFC allows additional voluntary retirement plans for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at $22,500 in 2023). EFC does not contribute any matching funds to 403(b) and/or 457(b) accounts.

For more information on these plans, please contact TDS @ 866-446-1072. Specific details are in the .

Social Security

EFC does not participate in federal Social Security for certificated staff members.

VII. EVALUATION AND RECORD KEEPING

Support, Evaluation, and Intervention

The support, evaluation, and intervention process for EFC faculty and staff is constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. Home Office Staff will also use the same process adapted for administrative functions. The evaluation process will typically occur annually. The exact parameters may vary depending on the applicable collective bargaining agreement.

The philosophy is that all staff can improve and that the evaluator is a support provider as well as an evaluator. Asking for help is valued because it helps others help you, the employee.

Ongoing Support

EFC believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

EFC is committed to using faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations ("peer coaching") and other protocols.

Formal Evaluations

Formal Certificated Evaluations

Formal evaluations for certificated staff occur once or twice each year, depending on the employee's job classification, years of experience, and the previous year's evaluation ratings as defined in the Collective Bargaining Agreement (CBA).

We purposely set the performance standard high as we believe that highly effective teachers are critical to the success of our students. We firmly believe that the most important resource that we can provide for each and every one of our students is a highly skilled teacher. EFC is an appropriate organization for teachers who recognize the depth and breadth of content and pedagogical knowledge necessary to perform at proficient and advanced levels and who are committed to their own continuous growth as professionals.

Please reference the Performance Management section of the EFC Operations Manual for specific information regarding evaluation tools and schedules and/or the CBA for additional information.

Personnel Files

EFC maintains a personnel file on each employee. The personnel file includes such information as your job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of EFC and are kept in a locked file. Access to the information they contain is restricted. Generally, only management personnel who have a legitimate reason to review information in a file are allowed access.

You may review your personnel records and your payroll records if you wish. If you would like to review these records, you should contact the Human Resources Department. With reasonable advance notice, you may review your own personnel file in the School's offices and in the presence of the Human Resources representative.

Any records containing medical information are kept in a separate file and they will not influence employment decisions about you without your permission.

EFC's records about you will not be disclosed in an individually identifiable form to people or organizations outside EFC without your written approval unless disclosure is compelled for legal reasons. The only other exception will be to confirm you are or were an employee, the dates of your employment, and your title or position. This information may be disclosed without your authorization in response to a request identifying you by name.

Changes in Status

All employees are required to notify Human Resources via HRRT Ticket of any status changes including

a) Name
b) Address
c) Marital status
d) Number of dependents

e) Telephone number (home, work, and cell)
f) Person to be notified in case of emergency
g) Loss of driver's license, or restriction(s) in driving privileges
h) Felony arrest or pending charges or convictions

The following changes can be made directly by the employee in their ADP self-serve account.

a) Name
b) Address
c) Telephone number
d) Person to be notified in case of emergency
e) Change to your direct deposit information account or additional account
f) Changes to federal and state exemption number (W-4 & DE4)
g) In an effort to reduce paper usage, this is where you will find your pay statements. You can print out your pay statements, and W-2 when you need them directly from ADP.

VIII. HOLIDAYS AND LEAVES

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

It is EFC's expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that it is not possible to schedule a necessary appointment outside of regular hours, and request a sick day used as a personal day or for other important appointments (i.e. court date or a residential emergency). Leave time is usually requested and used in one-hour increments. Should you have a need for a minimal amount of leave time during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances. For absences that are four (4) or more consecutive work days, the site may require physician verification.

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to make every effort to avoid absences on days preceding or following school vacations or long weekends. We strongly discourage the families of EFC students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours and must be taken on either half-day or full-day blocks.

The school staff has an obligation to make sure their responsibilities are covered, including arranging substitutes.

Please note that these policies and procedures may be impacted as outlined in the applicable collective bargaining agreement. Where in conflict, the collective bargaining agreement shall take precedence.

Observed Holidays

EFC observes the following 13 holidays for all staff:

New Year's Day
Martin Luther King Jr.'s Birthday
President's Day
Cesar Chavez Day
Memorial Day

Juneteenth
Independence Day
Labor Day
Indigenous People Day
Veteran's Day
Thanksgiving Day
Friday after Thanksgiving Day
Christmas Eve
Christmas Day
New Year's Eve

When a holiday falls on a Saturday or Sunday it is usually observed on the preceding Friday or the following Monday. Specific holiday observances will be announced in advance. Holidays are not counted as part of the work year.

Personal Necessity Days

Full-time employees are entitled to up to five paid personal days off per year. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Home Office. Uses of personal necessity leave may include, but are not limited to:

- death or serious illness of a member of the unit member's immediate family;
- an accident involving the unit member's person or property, or the person or property of an immediate family member;
- adoption of a child:
- the birth of a unit member's child;
- personal legal matters;
- religious observances; and
- personal matters that cannot reasonably be conducted outside of the workday

Staff must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school/organizational needs (i.e., substitute availability, the number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, EFC offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physical or flu shots) or to diagnose, treat, or care for a health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouse/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Such family-related sick leave usage is subject to all of the same conditions and restrictions that apply to each employee's use of earned sick leave for his or her own personal illness.

If an employee has no spouse or registered domestic partner, the employee may designate one (1) person that the employee may use paid sick leave to aid or care for that person in lieu of a spouse or registered domestic partner. On an annual basis, the employee shall make or change such designation.

All full-time unit members shall be provided with sick leave as follows:

- **10-month employees:** (191, 196 Calendar) 80 hours of paid sick leave per school year and 40 hours of paid sick leave that may be used as personal leave per year
- **11-month employees:** (207,215 Calendar) 88 hours of paid sick leave per school year and 40 hours of paid sick leave that may be used as personal leave per year
- **12-month employees:** (222, 245 Calendar) 96 hours of paid sick leave per school year and 40 hours of paid

sick leave that may be used as personal leave per year

Part-time unit members shall accrue paid sick leave prorated to their FTE status, with a minimum of twenty-four (24) work hours of sick leave frontloaded at the start of employment and each new work year. . If any applicable local ordinance requires a greater amount of time to be provided at the beginning of any school or fiscal year, the School shall comply. Unused sick leave carries over from year to year and is not paid out upon separation from employment.

Non-exempt employees classified as "hourly" (hereafter "Hourly") shall accrue one (2) hour of sick leave for every thirty (30) hours of work. Hourly employees may accrue up to seventy-two (72) hours of sick leave per year. Sick leave may carry over from year to year but shall not exceed seventy-two (72) hours.

All other employees classified as "Guest Teachers" shall be credited with twenty-four (40) hours of sick leave at the beginning of each work year. Sick leave may carry over from year to year and shall not exceed seventy-two (72) hours.

Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any granted but unused sick leave at the close of any calendar year or at the time of termination.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave Employee requests for unpaid medical leave must be approved in advance by the School.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the EFC will be required before the EFC honors any sick pay requests. EFC will not tolerate abuse or misuse of your sick leave privilege. If EFC suspects abuse of sick leave, EFC may require a medical certification from an employee verifying the employee's absence.

For members of STRS or PERS unused sick leave counts toward service credit for retirement purposes. Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC, please contact the Home Office.

It is EFC's expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that it is not possible to schedule a necessary appointment outside of regular hours, employees may use sick leave for medical appointments. Should you have a need for a minimal amount of leave during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances.

Abuse of Sick Leave

Regular attendance is crucial to the success of this and any other business. Paid sick leave is provided as a financial buffer for employees who are too injured or ill to work or those who are dealing with the illness or injury of a family member, not as additional time off for employees who are well. Abuse of sick leave is grounds for discipline, up to and including termination.

Workers' Compensation/Industrial Illness Leave

EFC maintains a workers' compensation insurance policy for the benefit of all EFC employees with AmTrust Insurance. This policy provides compensation for lost wages and medical expenses resulting from an on-the job injury or illness. It covers work-related injuries and illnesses only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of his/her injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for EFC should report the incident immediately to his/her supervisor.

The supervisor will complete an incident report and submit it to the Home Office immediately. You are required to go to the EFC-designated medical clinic to receive medical attention.

Workers' compensation coverage may be effective upon the occurrence of a work-related injury; sick leave may be used during the waiting period.

It is important that all employees use caution on a daily basis while working. For example not using furniture for anything other than the purpose for what it was designed i.e. sitting on a table or standing on a chair.

Personal Unpaid Medical Leave

Any regular full-time employee who is temporarily disabled and unable to work due to a medical condition, will, upon request, be granted a leave of absence without pay for the period of his or her disability, provided such period shall not exceed 6 weeks, except where other laws require a greater leave entitlement. The term "medical condition" as used in this policy encompasses all temporary medical disabilities including, but not limited to, pregnancy, childbirth, and related medical conditions.

As soon as you become aware of a need for a medical leave of absence, you should request a leave from your supervisor in writing. A physician's statement must be provided verifying the beginning and expected ending dates of your leave of absence. Any changes in this information should be promptly reported to your supervisor.

Except where other laws require a greater leave entitlement, eligible employees are normally granted leave for the period of the disability, up to a maximum of 6 weeks. You must take any available paid sick leave or paid time off as part of the approved period of leave. If paid time off or sick leave is used, the paid and unpaid portions of the leave will be added together to a total of 6 weeks. You may also be eligible for State Disability Insurance ("SDI"). You may not apply for Paid Family Leave benefits for your own disability.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided until the first day of the month following the first full month of disability. After that time, you will become responsible for the full costs of these benefits if you wish coverage to continue. When you return from medical leave, benefits will again be provided by EFC according to the applicable plans. If you sustain a work related injury or illness, you are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

Sick leave benefits will not continue to accrue during the approved medical leave period.

Please notify EFC at least two weeks before the date you will be able to return to your job. Prior to returning to your position, you must provide a written release from your doctor on or before your return date.

When a medical leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar position for which you are qualified. However, EFC cannot guarantee reinstatement in all cases.

If you fail to timely report to work at the end of the medical leave, we will assume that you have terminated your employment in accordance with the policies herein.

Family Care and Medical Leave

This policy explains how EFC complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require EFC to permit each eligible employee to take up to twelve (12) workweeks (60 days) (or twenty-six (26) workweeks (130 days) where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by EFC for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where EFC has at least fifty (50) employees within

seventy-five (75) miles (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by EFC, they each will be entitled to a separate twelve (12) weeks of leave for this purpose which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by EFC' separate pregnancy disability policy).

    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits that person to the facility with the expectation that the person will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, or sibling for CFRA purposes.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks (60 work days) total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee

who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, EFC's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days EFC's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA or CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. EFC shall offer unit members supplemental coordinated wage payment to their State Disability Insurance, or Paid Family Leave benefits, whichever is relevant to the unit member's particular situation, that will bring the staff member's pay to 100% of their normal base pay for a period of up to fifty (50) work days. Unless negotiated otherwise, all supplemental EFC payments herein will terminate as of June 30, 2023. All such coordinated supplemental pay from EFC must be authorized by the State as a condition to the benefit being implemented.

2. Employees may use paid sick leave for any otherwise unpaid leave days. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

Health Benefits

The provisions of EFC's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by EFC during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, EFC will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

EFC may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if that employee works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority that the employee had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate healthcare provider on a form supplied by EFC. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of EFC's request for certification) may result in denial of the leave request until such certification is provided.

2. EFC will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. EFC may contact the employee's health care provider to authenticate a certification as needed.

3. If EFC has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, EFC may request a second opinion by a health care provider of its choice (paid for by EFC). If the second opinion differs from the first one, EFC will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after the expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a HRRT Ticket. An employee asking for a Leave of Absence will be given a copy of EFC's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that EFC will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which that employee is qualified, for which the position that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. EFC will respond to an FMLA/CFRA leave request no later than five (5) business days after receiving

the request. If an FMLA/CFRA leave request is granted, EFC will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, EFC will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their healthcare provider that they are able to resume work.

4. If an employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. The employee will be medically separated from EFC if accommodation cannot be made.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without EFC' written permission. An employee who accepts such employment without EFC' written permission will be deemed to have resigned from employment at EFC.

Pregnancy Disability Leave

This policy explains how EFC complies with the California Pregnancy Disability Act, which requires EFC to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle An Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months in total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight-hour days per week, four months means 88 working and/or paid eight-hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does count against the FMLA leave but does not count against CRFA leave which may be available.

Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued personal time at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Sick pay accrued during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of EFC's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on pregnancy disability leave remains an employee of EFC and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by EFC. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after the expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by by completing a HRRT Ticket. An employee asking for a Request for Leave form will be referred to EFC's current pregnancy disability leave policy.
2. Employees should provide not less than thirty (30) days or as much notice as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, EFC will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, EFC will notify the employee in writing, and

leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine EFC's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, EFC will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above). 3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work. 4. If the employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from EFC.

Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without EFC's written permission. An employee who accepts such employment will be deemed to have resigned from employment with EFC.

Other Leaves of Absence/Time Off

Paid Family Leave (Wage Replacement Benefits)

Paid Family Leave ("PFL") does not create the right to a leave of absence but is part of the State Disability Insurance program which provides wage replacement benefits for eligible employees. California employees may file a claim for up to six (6) weeks of PFL benefits with the Employment Development Department ("EDD") within a 12-month period to take time off work to care for a child, spouse, parent or domestic partner or the child of a domestic partner with a serious health condition, or to bond with a newborn or a child under eighteen (18) who has been placed in their home by adoption or foster care. The plan will provide benefits of approximately 55% of lost wages after a 7-day waiting period. This leave is sponsored within the State Disability Insurance ("SDI") program and funded through employee contributions.

If you are eligible for either federal Family Medical Leave Act ("FMLA") and/or California Family Rights Act ("CFRA") leave, both of these leaves will overlap with your receipt of PFL benefits and you will be reinstated to the same position, or to a similar available position for which you are qualified. If you are not eligible for FMLA or CFRA, then reinstatement is not guaranteed.

PFL does not apply to your own illness or injury nor can benefits be applied to time off under medical leave, workers' compensation leave or pregnancy disability leave. Before collecting paid time off under Paid Family Leave, you must serve a seven (7)-day unpaid waiting period. If you have accrued unused personal leave, you may apply one (1) week to the otherwise unpaid waiting period. You may apply for accrued but unused sick leave but are not required to do so.

Bereavement Leave

Staff are entitled to time off from work with full pay in the event of a death in the family, in accordance with the following guidelines. Requests for bereavement leave must be made to the Principal or designee:

Days Allowed

Up to six (6) consecutive work days in the event of death of a family member.

Up to two (2) additional work days in the event the unit member is required to travel more than two hundred (200) miles in connection with the family member's death. An employee's right under this section may be different under an applicable collective bargaining agreement. Please refer to the collective bargaining agreement for further information.

Time Off for School Children

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or daycare activities. EFC may require proof of your participation in these activities. You may use accrued personal leave or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for school children.

Military Leave of Absence

Any employee who is in any branch of the uniformed services or a similar government military operation may take military service leave for military duty for up to five (5) years. Advance notice is required to maintain such a leave status. Available time off may be used for the absence as military service leave is unpaid. For teaching staff, a request must first be made to serve the time when school is not in session. Sick time and holiday benefits will not accrue during a military service leave.

Domestic Violence Crime Victims Leave

Victims of domestic violence and sexual assault may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. You may also assist a member of your immediate family who has been a victim. EFC may require proof of your participation in these activities. You may use accrued personal leave or granted sick leave or time without pay. When possible, give your supervisor reasonable notice.

Bone Marrow and Organ Donation Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by EFC for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to EFC that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay, and other terms and conditions of employment.

Unless specified otherwise in an applicable collective bargaining agreement, leave will be as specified herein.

Jury and Witness Duty

Staff, while serving jury duty or if summoned as a witness, shall receive full pay during such duty for up to five (5) days, unless the unit member continues to perform job duties during their leave. A unit member is also permitted to retain the allowance they receive from the court for such service. Unless specified otherwise in an applicable collective bargaining agreement, leave will be as specified herein.

Process for Requesting Jury/Witness Leave

To qualify for either jury duty or witness leave, staff must submit to their supervisor a copy of the summons within (1) week of the leave, or as soon as it is received, if leave is less than one (1) week away of receipt. In addition, staff must also submit to the unit member's supervisor a related proof of service with the period of jury duty or witness duty when completed. No adverse employment action will be taken against staff due to their service as either a juror or witness in state or federal courts.

Leave for Volunteer Firefighters and Emergency Personnel

If you are a volunteer firefighter, reserve peace officer, or other type of emergency rescue personnel, you are entitled to take up to fourteen (14) days off per calendar year to perform your duties, or to engage in fire or law enforcement training. Leave is unpaid but you may apply any accrued paid time off to your absence.

If you receive notice that you must report for duty prior to coming to work, or leave work after you have come to work, you must inform your immediate supervisor as soon as possible, stating the amount of time you expect to be gone, if possible. You are expected to come back to work as soon as you are able to do so.

Voting Time Off

You are encouraged to fulfill your civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule. If you are unable to vote in an election during your non-working hours due to your work schedule, we will grant you up to two (2) hours of paid time off to vote.

You should request time off to vote from your supervisor at least two (2) working days prior to Election Day. Time off will be scheduled at the beginning or end of the workday, whichever provides the least disruption to the normal work schedule.

You must submit a voter's receipt to your supervisor on the first working day following the election to qualify for paid time off. Unless specified otherwise in an applicable collective bargaining agreement, voting time off will be as specified herein.

IX. DISCIPLINE AND TERMINATION

The following conduct is prohibited and will not be tolerated by EFC. This list of prohibited conduct is illustrative only and applies to all employees of EFC; other types of conduct that threaten security, personal safety, employee welfare, and EFC operations also may be prohibited. If an employee is working under a contract or collective bargaining agreement with the School which grants procedural rights prior to termination, the procedural terms in the contract/agreement shall apply. Please see the Certificated and ESS collective bargaining agreements for further information regarding discipline and termination guidelines.

1. Insubordination - refusing to perform a task or duty assigned or acting in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties, or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on EFC property by non-employees and by employees. This rule does not cover periods of

time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.

4. Damaging, defacing, unauthorized removal, destruction, or theft of another employee's property or of EFC property.
5. Fighting or instigating a fight on EFC premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons, or explosives of any kind on EFC premises.
8. Gambling on EFC premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness, or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive, or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on EFC premises without prior written approval of management, unless posting is on an EFC bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures, or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or EFC's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Intentional dishonesty.

Staff Resignation Process

EFC may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

All EFC-owned property, including vehicles, computers, instructional materials, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

Procedures for a For Cause Release

General Provisions

The following independently or collectively are causes for discipline:

- Unsatisfactory performance
- Mistreatment of others, including students, parents, or staff
- Dishonesty, including any falsifying of employment records, employment information, or other School records
- Theft or deliberate or careless damage or destruction of any School property, or the property of any employee or student
- Possession of any firearms or any other dangerous weapons on School premises at anytime
- Possession of any intoxicant on School grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription)
- Conviction of any felony or crime of moral turpitude

- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management
- Absence without leave, repeated tardiness or abuse of leave privileges
  Unprofessional conduct
- Violating any safety, health, security procedure or engaging in any conduct which risks injury to the employee or others
- Committing of or being involved in any act of unlawful harassment of another individual
- Failure to maintain legally required credential(s) for the position
- Abandonment of position

Suspension or Dismissal Process

A written Notice of Recommended Discipline ("Recommendation") shall be given to the unit member in person or by certified mail prior to imposing a suspension without pay or dismissal from employment. A copy of the Recommendation shall also be provided to the Union President. The Recommendation shall contain the following information:

- The type and effective date of disciplinary action intended
- The cause(s) for the proposed discipline
- A factual summary of the basis for the charges
- A copy of all written charges, materials, reports, and/or documents upon which the discipline is based
- Notice of the unit member's right to grieve in accordance with the Grievance and Arbitration provisions of this Agreement

Unit members should refer to the Collective Bargaining Agreement for futher information.

Right to Grievance

Except as provided herein, all discipline is subject to the Grievance and Arbitration provisions of this Agreement.

Reference to or Reliance upon the Education Code

Provisions for certificated or classified discipline (suspension without pay or dismissal) which are enumerated in the California Education Code or interpreting case law do not apply to EFC.

The Superintendent or the Human Resources Designee/Manager and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be

enforceable, any commitment must be in writing and signed by both parties.

Salary agreements are generally made on an annual basis and are renewed in approximately May or June preceding the academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by April 1.

X. COMPLAINTS AGAINST PERSONNEL

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent ("Superintendent") or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Superintendent, the complainant may file his or her complaint in signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy For Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances, absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Open Door Policy

Suggestions for improving EFC are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.
- If the issue persists, you may describe it in writing and present it to the Human Resources Manager, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Human Resources Manager as soon as possible after you believe that your immediate supervisor has failed to resolve it.
- If the issue is not resolved, you may present it in writing to the Superintendent, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and EFC, cannot guarantee that every problem will be resolved to your satisfaction. However, EFC values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

COMPLAINT FORM

Your Name: _____ Date: _____ Date of Alleged Incident(s):_____ Name of Person(s) you have a complaint against: _____

_____ List any witnesses that were present: _____

_____ Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):
_____

_____

_____

_____

_____

I hereby authorize Education for Change to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

Uniform Complaint Policy

Scope

The Education for Change (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

The Charter School acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee the anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("Superintendent") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with the law:

Ernest Peterson
Chief Talent & Strategy Officer
Education for Change
333 Hegenberger Rd, Suite 705
Oakland, CA 94621
510-568-7936

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The Superintendent or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

4. Include statements that:

a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and

e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints that allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter

School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of the law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation, or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation, or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within

60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For

discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 46.

TITLE IX

Education for Change Public Schools ("EFC" or "Charter School") ("does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in **any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission** and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the EFC Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both. All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Title IX Coordinator – Contact Information:

Ernest Peterson
Chief Talent & Strategy Officer
Office (510) 370-2865
Fax (510) 904-6741
epeterson@efcps.net

A copy of EFC's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within EFC's education program or activities and for pursuing available remedies, is available on the EFC website at: https://www.efcps.org/required-documents

How to File a Complaint with the U.S. Department of Education, Office for Civil Rights

- **Overview/Information**
- **Discrimination Complaint Form–online and PDF versions (bottom of linked page)**

A complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by the U.S. Department of Education's Office of Civil Rights for good cause shown under certain circumstances.

U.S. Department of Education, Office for Civil Rights

San Francisco Office Contact Information

50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Phone: (415) 486-5555; TDD/TTY: (800) 877-8339
FAX: (415) 486-5570
Email: ocr.sanfrancisco@ed.gov

U.S. Department of Education Contact Information

Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Phone: (800) 421-3481
Email: ocr@ed.gov

UNIFORM COMPLAINT FORM

I. Contact Information

Last Name: _____

First Name:_____

Address:_____

City: _____ State: Zip: _____

Home Phone: Work or Cell Phone:_____

II. Complainant

You are filing this complaint on behalf of: _____

- ❑ Parent/Guardian Pupil
- ❑ Witness to the Incident
- ❑ Other

III. School Information

School Name: _____

Grade: _____ Principal: _____

IV. Basis of Complaint

District violation of state or federal law or regulations governing:

- ❑ Adult Education
- ❑ Career/Technical Education
- ❑ Special Education
- ❑ Local Control Accountability Plan
- ❑ Consolidated Categorical Aid
- ❑ Child Care & Development
- ❑ Pupil Fees for Educational Activities
- ❑ Migrant Education
- ❑ Child Nutrition

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual or perceived characteristics of the following:

- ❑ Age
- ❑ Ancestry
- ❑ Color
- ❑ Physical or Mental Disability
- ❑ Ethnic Group Identification
- ❑ Gender Expression
- ❑ Gender Identity
- ❑ Gender
- ❑ Genetic Information
- ❑ Marital or Parental Status
- ❑ Nationality
- ❑ National Origin
- ❑ Race or Ethnicity
- ❑ Religion
- ❑ Sex
- ❑ Sexual Harassment (Title IX)
- ❑ Sexual Orientation
- ❑ Association with any of these actual or perceived characteristics
- ❑ Allegations of noncompliance of the following:
- ❑ Bullying
- ❑ Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to the uniform complaint procedures

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the alleged acts first came to your attention and location(s) where the incident(s) occurred:

_____
_____
_____
_____
_____

List the **individuals** involved in the incident(s) complaint of:

_____
_____
_____
_____

List any **witnesses** to the incident(s):

_____
_____
_____
_____

What steps, if any, have you taken to resolve this issue before filing a complaint?

_____
_____
_____
_____

Signature of Person Filing Complaint _____

Please submit this complaint to:

Ernest Peterson
Chief Talent & Strategy Officer
Education for Change
333 Hegenberger Rd, Suite 705
Oakland, CA 94621
510-568-7936

Attachment C

Sexual Harassment Complaint Form

It is the policy of EFC that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that EFC may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of EFC, you may file this form with the Director or Board President.

Please review EFC's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

EFC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, EFC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, EFC will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize EFC to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that EFC will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by EFC both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____
_____

List any witnesses that were present: _____
_____

Where did the incident(s) occur? _____

Please describe the events or conduct that is the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____
_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize EFC to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

Received by: _____ Date: _____

EMPLOYEE ACKNOWLEDGEMENT*

PLEASE READ THE EDUCATION FOR CHANGE EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR PRINCIPAL OR OFFICE MANAGER WITHIN ONE WEEK OF RECEIVING THE HANDBOOK. This Acknowledgement will be placed in the employee's personnel file.

I acknowledge that I have received and read a copy of the Education for Change Employee Handbook which outlines the policies, benefits, and expectations of Education for Change, including my responsibilities as an employee.

I agree to abide by the rules, policies, expectations, and standards set forth in the handbook. I also agree to the following Education for Change policies regarding: anti-harassment, discrimination policy, child abuse reporting, alcohol and drug abuse, and technology use.

I understand that this handbook is a general guide and does not constitute an employment agreement or a guarantee of continued employment. Negotiable employment rights for all represented employees shall be governed by any applicable collective bargaining agreement. This handbook supersedes any previously issued handbooks or policies. Furthermore, should any provision of this handbook contradict a provision of an applicable collective bargaining agreement at EFC, the applicable collective bargaining agreement shall be controlled. I also understand that the employer can make changes to this handbook at any time without notice consistent with any applicable collective bargaining agreement provisions and other legal requirements.

_____

Employee's Signature Date

_____

Employee's Printed Name

ACKNOWLEDGMENT WILL BE COMPLETED WITHIN ADP WORKFORCE

EDUCATION FOR CHANGE

UNIFORM COMPLAINT POLICY AND PROCEDURES

Revised
9/24/20

Scope

The Education for Change (the "Charter School") policy complies with applicable federal and state laws and regulations. **The Charter School is the Local Education Agency (LEA) that shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.** Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination, harassment, intimidation, or bullying against any protected group including actual or perceived, including discrimination, harassment, intimidation, or bullying on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of noncompliance or violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, Every Student Succeeds Act / No Child Left Behind, migrant education programs, career technical and technical education training programs, child care and development programs, child nutrition program, adult education, After School Education and Safety, Agricultural Career Technical Education, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, California Peer Assistance and Review Programs for Teachers, Career Technical Education, Compensatory Education, Course Periods without Educational Content, Economic Impact Aid, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a public school, Migratory Children, and Children of Military Families, Local Control and Accountability Plans (LCAP), Physical Education Instructional Minutes, Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Safety Plans, State Preschool, Tobacco-Use Prevention Education

The Charter School shall investigate and seek to resolve complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by The Charter School. The Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC sections 200, 220 and California Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state.

The Charter School acknowledges and respects every individual's rights to privacy. Complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. Complainants are protected from retaliation.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Larissa Adam, Superintendent of Schools
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621
510-568-7936

The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Should the complaint be specific to the CEO, the complaint will be directed to and the investigation will be conducted by the Board Chair.

Notifications

The CEO or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties. The annual notice shall be in English. If fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this notice will also be provided to the parent/guardian of any such students in their primary language. The CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice
shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints, including the compliance officer.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

4. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

5. Include statements that:

a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

b. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

c. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

d. If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint,

unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

e. An unlawful discrimination, harassment, intimidation, or bullying complaint must be filed not later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying;

f. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 30 days of the date of the Charter School's decision except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements; and

g. The complainant who appeals to the CDE shall receive a written appeal decision with sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

h. If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

General Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this policy.

  A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment,

intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within

the time period that has been specified in a written agreement with the complainant.

- Step 5: Final Written Decision

  The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The decision shall include:

  1. The findings of fact based on evidence gathered.

  2. The conclusion(s) providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.

  3. Disposition of the complaint.

  4. Rationale for such disposition.

  5. Corrective actions, if any are warranted.

  6. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE and procedures to be followed for initiating such an appeal.

  If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Specific Procedures for Particular Complaints

If the Charter School finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families; Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and Physical Education Instructional Minutes (grades one through eight), the Charter School shall provide a remedy. The remedy shall go to the affected pupil in the case of complaints

regarding:

1. Course Periods without Educational Content;

2. Reasonable Accommodations to a Lactating Pupil, and/or

3. Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district, and pupils in military families.

The remedy shall to go all affected pupils and parents/guardians in the case of complaints regarding:

1. Pupil Fees for Educational Activities.

2. Physical Education Instructional Minutes, and/or

3. LCAPS.

Regarding pupil fees and/or an LCAP complaint: A pupil fees complaint may be filed with the principal of a school or the Charter School Compliance Officer. A pupil fees complaint and/or an LCAP complaint may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education finds merit in an appeal, the Charter School will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all affected pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the CEO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only
if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition Services

☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special Education

☐ Adult Education ☐ After School Education and Safety ☐ Agricultural Career Technical Education

☐ Pupil Fees ☐ Physical Education Instructional Minutes ☐ Economic Impact Aid

☐ School Safety Plans ☐ State Preschool ☐ Tobacco-Use Prevention Education

☐ Career Technical Education ☐ Compensatory Education ☐ Course Periods without Educational Content

☐ Economic Impact Aid ☐ Every Student Succeeds Act ☐ Local Control and Accountability Plans (LCAP)

☐ Reasonable Accommodations to a Lactating Pupil ☐ Regional Occupational Centers and Programs

☐ Bilingual Education ☐ California Peer Assistance and Review Programs for Teachers

☐ American Indian Education Centers and Early Childhood Education Program Assessments

☐ Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

☐ Age ☐ Ethnic Group Identification ☐ Religion

☐ Ancestry ☐ Gender ☐ Sex (Actual or Perceived)

☐ Color ☐ National Origin ☐ Sexual Orientation (Actual or Perceived)

☐ Disability (Mental or Physical) ☐ Race

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Larissa Adam, Superintendent of Schools

Education for Change

333 Hegenberger Road, Suite 600 Oakland, CA 94621

ladam@efcps.net

510-568-7936

If the complaint is pertaining to the Superintendent of Schools, please send the complaint to the address above directed to the Chair of the Board, Nick Driver.

education for change
PUBLIC SCHOOLS

POLICY: Title IX, Harassment, Intimidation, Discrimination, and Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Education for Change (the "School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in the School's policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), race or ethnicity (including ancestry, color, ethnic group identification, ethic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), marital status, age, sexual orientation, immigration or citizenship status, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy in a manner that is not deliberately indifferent and take appropriate corrective action, if warranted. The School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Definitions

Prohibited Unlawful Harassment

● Verbal conduct such as epithets, derogatory jokes or comments or slurs;

● Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;

● Retaliation for reporting or threatening to report harassment;

● Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment Under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the School.

The School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 my be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

● Physical assaults of a sexual nature, such as:

o Rape, sexual battery, molestation or attempts to commit these assaults.

o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

● Unwanted sexual advances, propositions or other sexual comments, such as:

o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

o Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

● Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, 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 pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.

2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, 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 the definition of "bullying," above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:

a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. 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. "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 the definitions of "bullying" and "electronic act" 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in the school's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The School advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

The School informs Charter School employees, students, and parents/guardians of the school's policies regarding the use of technology in and out of the classroom. The school encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the school and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The School informs the school employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other school employees who have regular interaction with students.

The School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by the school, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the school's students.

Grievance Procedures

1. Scope of Grievance Procedures

The School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;

b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

c. Submitted to the School's UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately

indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the

school's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

· Notice of the Allegations

o Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

§ A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

§ A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

§ A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

§ A statement that the School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

· Emergency Removal

o The School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the School's policies.

o The School may remove a respondent from the School's education program or activity on an emergency basis, in accordance with the School's policies, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

· Informal Resolution

o If a formal complaint of sexual harassment is filed, the School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the School offers such a process, it will do the following:

§ Provide the parties with advance written notice of:

· The allegations;

· The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

· The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

· Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

§ Obtain the parties' advance voluntary, written consent to the informal resolution process.

o The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

· Investigation Process

o The decision-maker will not be the same person(s) as the Coordinator or the investigator. The School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the

complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

o Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

· Dismissal of a Formal Complaint of Sexual Harassment

o If the investigation reveals that the alleged harassment did not occur in the School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable the School policy.

o The School may dismiss a formal complaint of sexual harassment if:

§ The complainant provides a written withdrawal of the complaint to the Coordinator;

§ The respondent is no longer employed or enrolled at the School; or

§ The specific circumstances prevent the School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

o If a formal complaint of sexual harassment or any of the claims therein are dismissed, the School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

· Determination of Responsibility

o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

o The School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

§ The allegations in the formal complaint of sexual harassment;

§ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
§ The findings of facts supporting the determination;
§ The conclusions about the application of the School's code of conduct to the facts;
§ The decision and rationale for each allegation;
§ Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies order by the School in response to a formal complaint of sexual harassment.

6. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process.

7. Right of Appeal

Should the reporting individual find the School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of the School's decision or resolution, submit a written appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

· The complainant and the respondent shall have the same appeal rights and the School will implement appeal procedures equally for both parties.
· The School will notify the other party in writing when an appeal is filed.
· The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

8. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

education for change
PUBLIC SCHOOLS

COMPLAINTS AGAINST PERSONNEL

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

INTERNAL COMPLAINTS
(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Chief Executive Officer ("CEO") or designee:

1. The complainant will bring the matter to the attention of the CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The CEO or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS AGAINST EMPLOYEES
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the CEO or Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.
In processing the complaint, CEO (or designee) shall abide by the following process:

1. The CEO or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the CEO (or designee) finds that a complaint against an employee is valid, the CEO (or designee) may take appropriate disciplinary action against the employee. As appropriate, the CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The CEO's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the CEO) or the CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize Education for Change to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

Board Approved: Updated:

Achieve Academy Safe Schools Plan
2026-27

Table of Contents

INTRODUCTION
CONCEPT OF OPERATIONS
ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES
DIRECTION, CONTROL, AND COORDINATION
COMMUNICATIONS
ADMINISTRATION, FINANCE, AND LOGISTICS
PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION
AUTHORITIES AND REFERENCES

Appendices

Appendix A - Maps
Appendix B - Media Protocol
Appendix C - Multi-Year Training and Exercise Plan
Appendix D - Personal and Family Resource Guide
Appendix E - Emergency Operations Manual
Appendix F - Data Analysis and Findings
Appendix G - COVID-19 Operational Parameters and Safety Precautions (SY24/25)
Appendix H - Board Policies
Appendix I - Instructional Continuity Plan
Appendix J - School Overview and Incident Command Team
Appendix K - Safe Ingress/Egress Procedures
Appendix L: Procedures for Notifying Teachers of Dangerous Pupils
Appendix M: Student/Family Handbook (Includes Dress Code and Discipline Policies)
Appendix N: Child Abuse Reporting and Prevention Policies & Procedures
Appendix O: Safe Refuge Off Campus Evacuation shelter

Introduction

Purpose of the Plan

The purpose of the Education For Change (District) and Achieve Academy (School) Emergency Operations Plan (EOP) is to identify those threats, vulnerabilities and hazards that pose a risk to the health and safety of students, employees and visitors; to District/ School property; as well as to the safe and orderly operation of the District/School. The EOP outlines responses to the identified risks that, along with the exercise of professional judgment, empowers employees and students to act quickly and appropriately in response to an incident. The plan is both a reference and educational tool in that it provides emergency response guidance and is the basis for training stakeholders in their roles and responsibilities before, during and after and emergency incident.

The guidelines and procedures for dealing with incidents, contained in the basic plan, functional annexes and incident specific annexes, provide an organized systematic method to prevent, mitigate, respond and recover from various types of incidents. Not every imaginable degree of risk can be covered in the plan, however the plan provides the basics which when coupled with the professional judgment of staff provides a basis for knowledgeable decision making in a wide variety of incidents. Employees and students should receive annual training in the plan relative to their respective obligations and responsibilities for plan implementation.

Developing, maintaining and exercising the EOP is another way the District/School is meeting its moral, ethical and legal obligations to the school community. Districts and schools without established incident management plans have been held legally liable for damages resulting from the lack of a plan and/or training. While no plans or policies can totally eliminate the potential for legal liabilities, establishing procedures and guidelines on the best professional practices provides a margin of protection against legal liability.

This plan has been developed to further the primary goals of protecting the health and welfare of students, staff and visitors, protecting District/School property against damage and continuing the mission of educating our children.

Scope of the Plan

The District and School EOP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local and Federal government mandates; common and specialized procedures; and prevention/mitigation, preparation response and recovery associated with specific identified risks.

Definitions

Definitions of terms may vary owing to the context within which the term is used. In some emergency management publications certain terms may have more than one meaning or use. For the purposes of the EOP the following definitions will apply.

Threat:
A natural or human caused event, which could have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Tornados; hurricanes; earthquakes; fires; transportation accidents; and, hazardous materials releases.

Hazard:
A naturally occurring or human caused condition that may be static or evolving which has the potential to have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Broken sidewalks; overloaded electrical systems; a sinkhole; a beachside cliff; an untrained equipment operator.

Vulnerability:
Refers to weaknesses in, or lack of, systems, infrastructure, training, response capability or any other protective system or condition subject to exploitation by threats or hazards that might result in harm. Examples would include: Geographic location; flaws in information technology protection systems; inability to secure a premises; lack of training in the emergency operations plan; weakened infrastructure systems.

Risk:
Is a combination of the probability that an event or incident will occur; the possibility that it will impact assets (human, capital, material); and, the consequence of that impact. For example: California (geographical vulnerability) has a high probability of earthquakes (threat) which could be strong (impacting assets) resulting in injury, death and property damage (consequence).

Incident:

An incident is an occurrence (natural, technological, or human-caused) that requires a response to protect life or property. The superintendent/principal/building administrator

shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Response Plan.

Board of Directors Policy Statement

It is the responsibility of District and School officials to use their best efforts to protect students and staff during an emergency situation. The plan takes an all-hazard approach based upon the four phases of emergency management: prevention – mitigation; preparedness; response; and recovery. In compliance with Homeland Security Presidential Directive 5, District and School utilizes the National Incident Management System (NIMS) and the Incident Command System (ICS) when responding to and managing emergencies.

There is no guarantee, either explicit or implied, that District and/or School will provide a sufficient response system. As personnel and resources may be overwhelmed, District and School can only endeavor to make every reasonable effort to respond to the situation.

Situation Overview / Hazard Analysis Summary

District Overview

Education For Change Public Schools (District) is a Charter Management Organization (CMO) that evolved through a strategic partnership between the State Administrator of the Oakland Unified School District and the Education Reform community. The District was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibilities and agilities of charter law to existing district public schools. As of the writing of this EOP, the District oversees six (6) charter schools in the Oakland / Bay Area, including Achieve Academy (School).

Building Information

The School is located on a 3.9 acre lot and includes the original main building where the office is located as well as a multi purpose room (gym/cafeteria), there is a 2 story building that houses 20 classrooms and 10 smaller workspaces.

Site maps showing evacuation routes, assembly areas, command post location (primary and alternate), emergency supplies storage, utility shutoffs, access gates for fire apparatus, mass casualty triage area constitute Appendix A.

Threat, Vulnerability and Hazard Summary

The District and School are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and/or damaging or destroying personal and school property.

District and School staff members and members of the school community engage in a structured process to identify and prioritize the risk posed by those threats, vulnerabilities and hazards which are likely to impact the District and/or School.

This process includes an assessment of the building's (interior and exterior) and grounds of the site to identify hazardous conditions.

The following table identifies threats, vulnerabilities and hazards that may affect the District and/or School.

Identified Threats, Vulnerabilities and Hazards

Earthquake	An earthquake is the most likely disaster to occur in the greater Bay Area. Alameda County and the City of Oakland are at high risk for significant earthquake related damage.
Incident of Targeted Mass Violence	In today's world, no organization amassing tens if not hundreds of employees and pupils in a single or multiple locations can ignore the possibility of an attack mounted against the organization or members thereof.
Fire	Annually, more than 5,000 fires occur in schools across the United States with the majority occurring during the school day. Proper prevention and mitigation measures combined with effective response protocols has resulted in not a single death in a school fire since 1958. Maintaining these efforts is imperative to school safety.

Intruder	An intruder is any person who comes upon the school grounds with the intent to or after entry engages in any conduct that threatens the health and safety of any person/s or disrupts the safe and orderly operation of the school. This includes persons who enter school grounds during non school hours and misuse, vandalize or steal school property. At the very least, intruders cause an emotional disruption to the good order of the school.
Opioid Overdose	Opioid addiction and overdoses have increased sharply across the country over the past two decades in what many organizations describe as a national crisis. Recent opioid overdoses among students have placed a spotlight on the role of schools in administering opioid antagonists on their campuses.
Hazardous Materials Incident	Hazardous materials incidents may range from accidental spillage of cleaning solutions and lab chemicals to incidents involving hazardous material pipelines and transportation accidents.
Terrorism	Once thought a foreign problem, terrorism is now a domestic threat. It is not out of the question for a terrorist (individual or organization) to make a political or religious statement by attacking a defenseless school. More likely would be an attack on a public venue hosting school children or an attack in the school's neighborhood in which the school suffers collateral damage.

Prevention, Mitigation and Preparedness Overview

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. District/School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff and prevent loss or damage to property.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. District/School fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows the District and School to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

- The District/School community will continue to be exposed and subject to hazards and incidents described in the Threat, Vulnerability and Hazard Summary, as well as lesser hazards and others that may develop in the future.

- A major disaster could occur at any time, and at any place. In some cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, many emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

- Following a major or catastrophic incident, the district/school may have to rely on its own resources to be self-sustaining for up to 72 hours.

- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- Proper prevention, mitigation and preparedness actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.

- Maintaining the District and School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

- A spirit of volunteerism among students and families will result in their providing assistance and support to incident management efforts.

- District/School recognizes that during an incident or disaster the District/School will maintain responsibility for its employees and pupils regardless of the agency that has assumed command of the situation.

- Per Government Code § 3100 – 3109: All government employees are disaster workers and subject to "such disaster service activities as may be assigned to them by their superiors or by law."

- The District/School recognizes that some employees are responsible for the care and safety of infirm or disabled family members who, in an emergency, will be unable to provide for their own welfare and/or safety. The District/School may identify these employees and, after considering the totality of the circumstances, release them for a period of time from their statutory duties as a disaster worker.

Limitations

It is the policy of District and School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the District and/or School can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

CONCEPT OF OPERATIONS

This Plan is based upon the concept that the incident management functions that must be performed by the School generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, mitigate, protect against, respond to and recover from and the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, District and School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

District and School recognizes that District/School employees will be first responders during an incident. Adopting NIMS enables staff to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

District and School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the National Incident Management System (NIMS)

- Identify key district/school personnel who will complete IS-700.a National Incident

Management System An Introduction.

- Adopt the use of the Incident Command System (ICS).
- All staff who assume roles described in this system will receive ICS-100 training. ICS-100 SCa Introduction to ICS for Schools.
- District/School key personnel should also, as time permits, complete IS 200.b ICS For Single Resources and Initial Action Incidents and IS 800.b National Response Framework An Introduction.
- The above courses are web based free of charge from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. https://training.fema.gov/is/nims.aspx
- Participate in local government's NIMS preparedness program and align the District and School Plan with the EOP's of the local government agencies serving the District/School.
- Train and exercise the Plan on a regular and consistent basis.
- All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The District/School is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS system can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at the District and/or School level will be delegated the authority to direct all incident activities within the District's/School's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. In cases of transfer of incident command or joint command the District/School retains the primary responsibility for the custody and care of students and the direction of staff.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as incident_specific plans. The principal or designee will assign an Incident Commander based who is most qualified to direct the response._Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of individual responsibilities.

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles must be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

District and/or School staff may be required to remain at school to assist in an incident. (Government Code § 3100 – 3109) In the event that the District/School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise, ~~and~~ training and the needs of the incident.

District Administrator/Principal/Building Administrator

The District superintendent or the principal may serve as the Incident Commander or can delegate that authority to a qualified individual. At all times, the superintendent or the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:

- Must be bilingual
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, other individuals within the District's/School's jurisdiction and to ensure the preservation of district property and resources.
- Determine whether to implement incident response functions (Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for relocation of students, staff, and other individuals when safety is threatened by an incident.
- Work with emergency services personnel, including utility companies and public transportation agencies. Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, evacuation, rescue procedures, etc.
- Keep the superintendent and/or principal and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the First Aid Officer.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. *Operations and key staff will be trained and certified in first aid and CPR.*

Instructional Assistants

- Responsibilities include assisting teachers as directed.
- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the relocation of students, staff, and other individuals when their safety is threatened by an incident
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

District / School Secretary / Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the District/School Incident Commander or ICS.

- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Other duties as assigned by the superintendent/principal/Incident Commander.

Food Service/Cafeteria Workers (Or appointed key staff)

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Transportation Employees (Study Tours) - Teachers will always accompany students on Study Tours.

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

Other Staff (Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Substitute teachers will remain with their class unless relieved of that duty by the Incident Commander or designee.
- Reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures, as age appropriate.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

The District and School recognizes that parents and guardians are a crucial part of our school community and are a major influence on their child's academic and social success. The District and School wants parents and guardians to be involved in and informed of our efforts to ensure their child's safety and welfare while at school or school functions. Parents and guardians are welcome to participate in School's emergency planning by becoming a participating member in the school safety or site committee.

Responsibilities include:

- Ensure current telephone numbers and home address are on file at the School by updating immediately when changes are made.
- When notified of an emergency at the School - adhering to instructions including not to come to the school until requested.
- Encourage and support School safety, violence prevention, and incident preparedness programs within the School.

- Participate in volunteer service projects for promoting School incident preparedness.
- Provide the School with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce School training and ensure family safety.
- Understanding their roles during a School emergency.

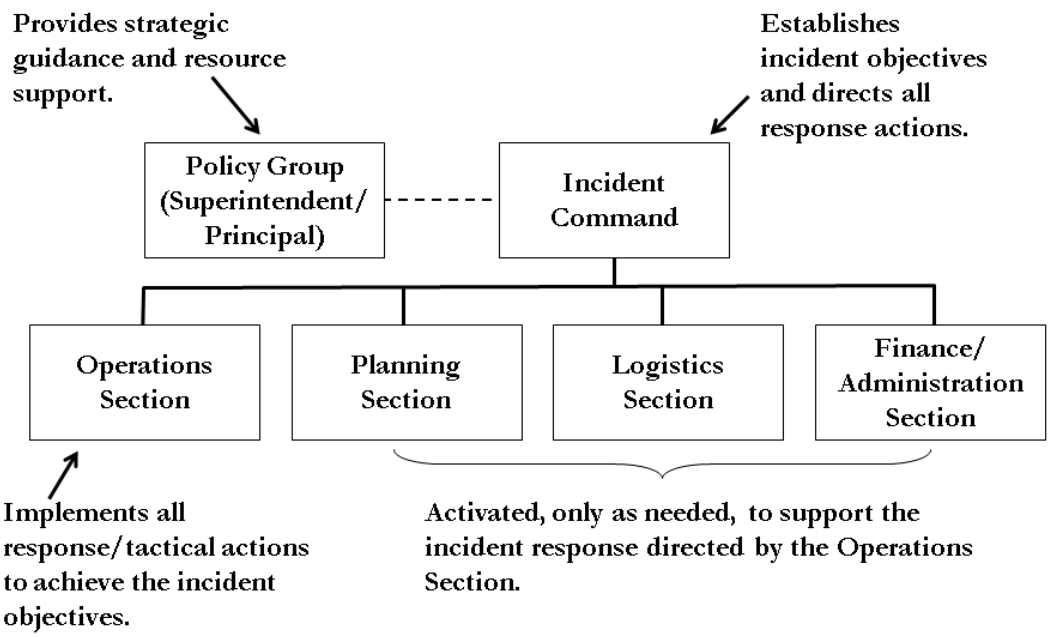
DIRECTION, CONTROL, AND COORDINATION

District/School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the District and/or School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team


Provides strategic guidance and resource support.
Establishes incident objectives and directs all response actions.
Policy Group (Superintendent/ Principal)
Incident Command
Operations Section
Planning Section
Logistics Section
Finance/ Administration Section
Implements all response/tactical actions to achieve the incident objectives.
Activated, only as needed, to support the incident response directed by the Operations Section.

The ICS is organized into the following functional areas:

(For a complete guide to the duties of each ICS position refer to FEMA ICS Resource Center http://training.fema.gov/emiweb/is/icsresource/index.htm)

EFC Emergency Operations Manual (EOM)

Education For Change (District) maintains a district Emergency Operations Manual (EOM; Appendix E) to address hazards and incidents. The School Safe Schools Plan has been developed to fit into the larger district EOM in the case of a large-scale incident. The EOM directs all tactical operations of an incident including: implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Incident Command:

Directs the incident management activities using strategic guidance provided by the Policy Group. School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

Operations Section:

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Implement the incident action plan.

- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.

- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.

- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.

- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.

- Activate the Parent Student Reunification Plan.

- Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers. ▪ ICS Safety Officer may halt any search and rescue operation he/she deems unsafe to conduct.

First Aid Team	First Aid Teams provide triage and first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area(s) for students. ▪ Assessing and treating injuries. ▪ Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students and other disaster victims.

Strike Team	Potential Responsibilities
Evacuation/ Shelter/ Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	The Facility & Security Response Team is responsible for: ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating Fire/HazMat. ▪ Assessing and notifying officials of Fire/HazMat. ▪ Conducting perimeter control.

Crisis Intervention Team	The Crisis Intervention Team is responsible for: ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to reuniting students with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

From UPA *Between 7:30am and 3:30pm, the first step to inform the UPA campus of an Achieve lockdown should be calling our front desk at 510-436-3636. The staff member at the front desk will then walkie our safety team to inform them. If for some reason there is no answer, please text me at 510-219-0575 and Joseph Blasher, our Assistant Principal, at 541-513-1223.*

If Achieve goes on Lockdown after 3:30pm, please inform our After School Program Director, Freddy Mesa, by text at 510-219-0467.

Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.

- Document all activities.

Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the District management offices may assume responsibility for these functions.

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The school principal and Incident Commander will keep the Policy/Coordination Group informed.

Community Emergency Operations Plans (EOP)

Education For Change implements the organization-wide emergency operations plans (EOP) outlined in the EFC Emergency Operations Manual to address hazards and incidents. In case of a major disaster, the City of Oakland would trigger the emergency sirens and the emergency radio networks that would be used is 740am. 810 am, and 680 am.

Coordination with First Responders

An important component of the District and School EOP is a set of interagency agreements with various county agencies to aid in timely communication and delivery of services. These agreements help coordinate services between the agencies, District and School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel

available beyond the school setting in an incident or traumatic event that is taking place in the community.

If a School incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The School Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

The District/School maintains responsibility for the control, safety and welfare of its students and staff.

Source and Use of Resources

District and School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: (EFC)
- Cots and bedding supplies will be provided by: (EFC)
- Food/water supplies will be provided by: (EFC)
- Security will be provided by: (EFC)
- Counseling services will be provided by: (EFC)

COMMUNICATIONS

Communication is a critical part of incident management. This section outlines the District and School communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Internal Communications

Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional

information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone Tree/Robocall: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).

- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication with the School District Office

The Incident Commander will use the School Emergency Radio Network to notify the principal of School status and needs. The principal will notify the District office. The District office will notify the chartering agency/ authorizer and/or the County Office of Education of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

External Communications

Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The District and School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from District/School about the incident, what is being done about it, and the safety of the children and staff.

Communication With Parents

Before an incident occurs, the District and School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back–to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the District and School will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, District and School administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.

Communication With The Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer (Principal).
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All District/School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in Appendix B.

Media contacts at the major television, internet, and radio stations are maintained by the principal. In the case of an incident, these media contacts will broadcast District and/or School's external communications plans, including the information hotline for parents and guardians.

Handling Rumors

In addressing rumors the most effective strategy is to provide facts as soon as possible. To combat rumors, the District and/or School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, and cafeteria workers,. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, the District and School will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of School's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: estimate when the educational program can be fully operational; and identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Oakland Unified School District, the county office of education and any other public agency or entity have a legitimate need to know of recovery status.

The District will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.

- Establish absentee policies for teachers/students after an incident.

- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.

- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, telegroup tutoring, etc.

- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Communication Tools

Some common internal and external communication tools that the District and School may use include the following:

- Standard Telephone: The District and School may designate a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.

- Cellular Telephones: These phones may be the only tool working when electric service is out. They are useful to faculty/staff en route to or from a site.

- Intercom Systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.

- Bullhorns and Megaphones: A battery-powered bullhorn should be part of the School's emergency to-go kit to address students and staff who are assembling outside the School. Procedures governing storage and use will help ensure readiness for use.

- Two-Way Radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

- Computers: A wireless laptop computer may be used for communication both within the School and to other sites and District. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent.

An assigned staff member(s) will post information such as School evacuation, closure, or relocation on the home page of the school and district website.

- Fax Machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.

- Alarm Systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.

- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

- _____

- _____

- _____

ADMINISTRATION, FINANCE, AND LOGISTICS

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District and/or School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

When normal operations are disrupted during an incident, the District Board or Policy Group must approve all donations that are intended to support the District and/or School during the emergency. Noncommercial food items may or may not be accepted by the District and/or School.

Recordkeeping

Administrative Controls

District/School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Incident Costs

Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.

- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this Plan.

PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

Education for Change, Operations Team is responsible for the overall maintenance and revision of the District/ School EOP. The Site Administrators are responsible for coordinating, training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The District/School Board of Directors and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency manager approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The District/School Board of Directors, together with the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review & Validate the Plan
- Present The Plan (For Comment or Suggestion)
- Obtain Plan Approval (District/School Board of Directors)
- Distribute The Plan

Record of Changes

Each update or change to the Plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the District/School Emergency Operations Planning Team.

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and acceptance of the Plan. The District and School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the District/School Board of Directors.

Plan Review and Updates

The basic Plan and its annexes will be reviewed annually by the District and School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by school administration. Annual review will be completed and signed off by the reviewing committee members prior to the first day of August.

The District/School EOP will be updated as needed based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
(Updating may be done at any time without waiting for annual review.)

Training and Exercising the Plan

The District and School understand the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that District and School personnel and community first responders are aware of their duties and responsibilities under the District/School Plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the District/School EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Parent/Student Reunification, Special Needs, and Relocation.
- Key personnel will complete the FEMA courses listed under Concept of Operations on Page11 of this Plan.

Additional training will include drills, tabletop and functional exercises. Drills will be conducted at least one (1) time per semester. Exercises will occur at least one (1) time per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan (see Appendix C). Records of the training provided including date(s), type of training, and participant roster will be maintained.

Approved parent volunteers and community members will also be incorporated into larger training efforts.

All District and School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. A resource guide for family planning is included as Appendix D.

AUTHORITIES AND REFERENCES

The following are federal and state mandates, statutes, cases and authorities upon which the District and School EOP is based. These authorities and references provide a legal basis for incident management, operations and activities.

California Constitution Article 1, Sec. 28, Paragraph 7:

The right to public safety extends to public and private . . . campuses where "students and staff have the right to be safe and secure in their persons"

Homeland Security Presidential Directive 5:

Mandating adoption of NIMS by local government agencies (including school districts) as a condition for federal preparedness assistance, grants, etc.

California Education Code:

§ 47610: Exempting charter schools from laws governing school.

§32280 – 32289: Requirements for comprehensive safety schools plan (charter schools exempt; however, it is a useful guidance tool).

§ 47605(b)(F): The charter school application must contain "The procedures that the school will follow to ensure the health and safety of pupils and staff".

§ 46392(a): Recovery of ADA under declared state of emergency.

California Labor Code:

§ 6400(a): "Every employer shall furnish employment and a place of employment that is safe and healthful for the employee therein".

California Government Code:

§ 3100 – 3101: School district employees are "disaster service workers" who may be assigned to such disaster service activities as deemed necessary by their superiors or by

law.

Relevant Case Law Decisions:

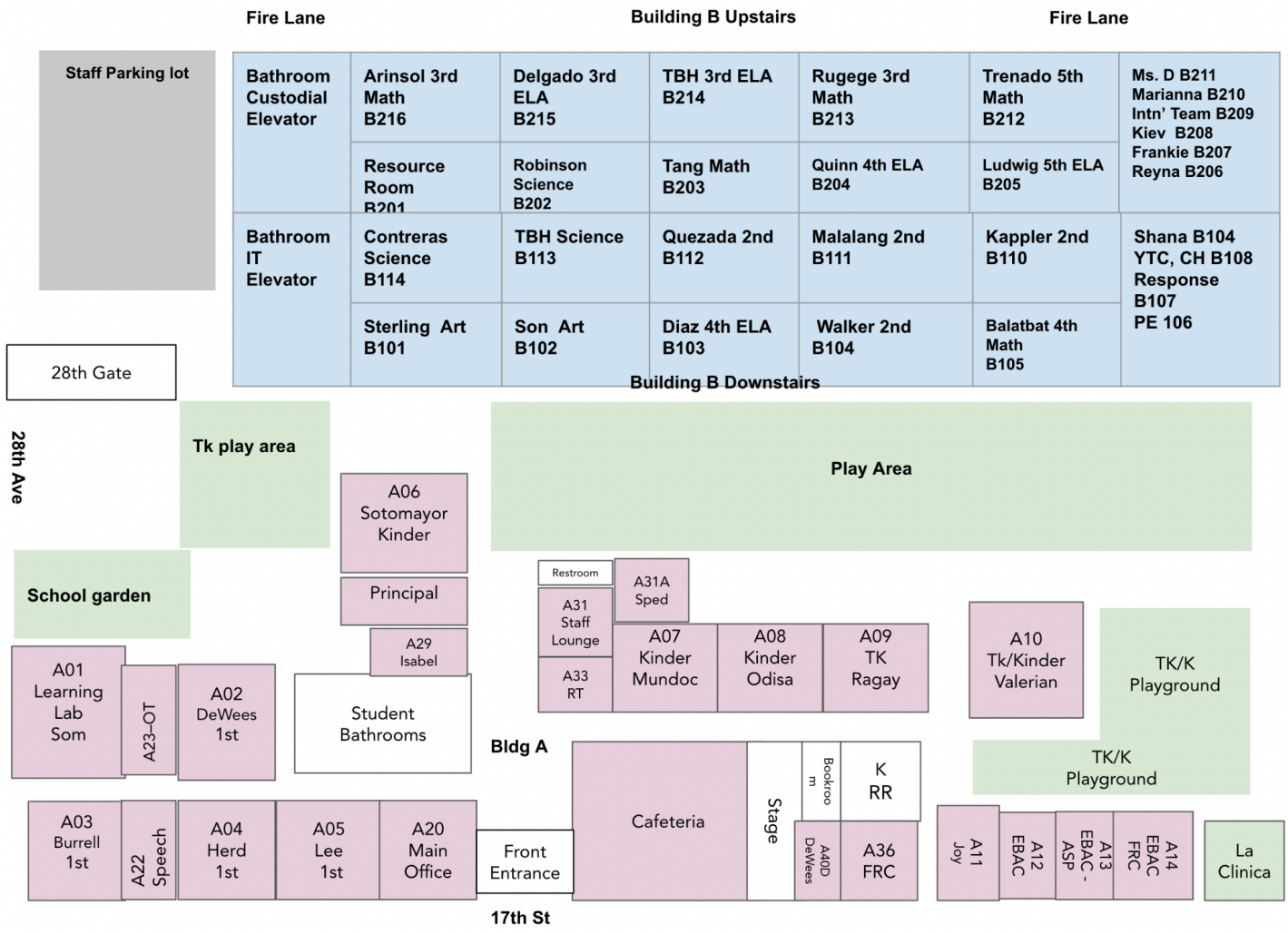
Canton v. Harris U.S.Sct. (1989): Liability for failure to train, which deprives plaintiff of a constitutional right.

Monell v. City of New York U.S. SCt. (1978): Local agencies can be considered persons and held civilly liable and in some cases criminally responsible for injuries or damages arising out of failure to train. (could be applied to "Disaster workers")

City of Oklahoma v. Tuttle U.S. SCt. (1985): Failure to train in the practical area at issue in the litigation.

Jane Doe v. Forest Hills School Dist. USDC WDMI (Mich.) No. 1:13-cv-428: Failure to train deliberate indifference in light of foreseeable consequence.

Appendix A - Map



Appendix B - Media Protocol

MEDIA COMMUNICATION PROTOCOL

MEDIA INFORMATION

Education for Change Public Schools recognizes the responsibility of the news media to provide accurate and timely information to the community concerning issues and events that occur in our schools. While we are committed to cooperating with the news media request for access to our schools and students, we are also obligated to protect the privacy of students and employees.
To help facilitate media requests, all media inquiries must be directed through the Superintendent of Schools who will act as the official liaison and primary contact for media and spokesperson for the School System. This includes requests for interviews with Home Office staff, administrators, teachers or students; or for information on District/school policies and procedures. The Home Office will work closely with principals in regards to media requests relating to prospective schools. If a principal declines an interview, or if a story is a district issue rather than a school one, the Superintendent of Schools will speak on the school/system's behalf or provide a spokesperson.

Media Contact:
Larissa Adam, Superintendent of Schools
Tel:510-568-7936
Email: ladam@efcps.net

MEDIA ACCESS TO SCHOOLS

In order to protect the privacy of the students and staff, media representatives (journalists, photographers, videographers) are not permitted on school grounds to interview, photograph or videotape without prior approval. To facilitate media relations efforts, the media are requested to contact the Chief Operating Officer in advance of any school visit (unless requested by the school). At her discretion, the Chief Operating Officer in cooperation with the school/district administrators may grant media access and arrange interviews with staff and/or students. Interviews will not be conducted
during school hours or on school property without the approval and presence of a school/district administrator or designee.
Before any minor is photographed, videotaped or interviewed by the media, a media consent form must be signed by his/her legal guardian. This form is included in the registration packet.

REQUEST FOR INFORMATION

Education for Change Public Schools ensures the protection of student/employee privacy and will:

- Not release any information that may reveal a student's identity;
- Respect the privacy of its teachers and employees and will not release any personal or personnel-related information unless required by law;
- Not comment on any case that is before the courts; and
- Refer all questions related to police investigations to proper authority.

Appendix C - Multi-Year Training and Exercise Plan

July	August	September	October	November	December	January	February	March	April	May	June
ventory of nergency pplies	Order supplies and replenish all kits including special needs kids	Update School Safe Plan	Distribute Family Emergency Plans to staff	Coordinates CPR/First Aid Training for new staff			Update School Safe Plan				
cilities alk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs	Facilities Walk-throughs
		Training for key teams	Updates records and gets a copy of the updated School Safe Plan	Coordinates CPR/First Aid Training for new staff							
		Train all staff including site partners	Distribute Family Emergency Plans to families (FLC)								
		Conduct fire drill		Conduct earthquake drill			Conduct terrorism drill including reunification		Conduct fire drill		Conduct earthquake drill
	Facilities Walk-throughs	Review updated School Safe Plans			Facilities Walk-throughs		Review updated School Safe Plans		Facilities Walk-throughs		
	Facilities Walk-throughs	Review updated School Safe Plans			Facilities Walk-throughs		Review updated School Safe Plans		Facilities Walk-throughs		
		Review updated School Safe Plans					Review updated School Safe Plans				
		Report to CEO on School Safe Plans									

Appendix D - Resource guide for family planning

http://www.fema.gov/media-library/assests/documents/34330

Appendix E - Emergency Operations Manual

education
for **change**

PUBLIC SCHOOLS

EMERGENCY OPERATIONS MANUAL

Table of Contents

Introduction

Who Declares a Site Emergency?

Incident Command Structure

Communication During an Emergency

General Response Information for Any Declared Emergency

Should I Leave an Injured Student Behind?

Initial Response in an Emergency Situation
- Room Evacuation
- Off Campus Evacuation: Evacuating to Refuge Shelter
- Lock Down
- Shelter in Place
- Active Shooter Protocol

Response to an Emergency After Hours

Additional Response Information for Specific Types of Emergencies

- Air Quality
- Biological Threat
- Bomb Threat
- Challenging Site Visitors
- Chemical Threat
- Child Abuse
- Earthquake
- Fire
  - Local Confined Fire
  - Large Fire
  - External Fire
- Heat Advisory
- Immigration Enforcement Response
- Medical Emergency Procedures
  - Allergic Reaction
  - Anaphylaxis (Severe allergic reaction)
  - Asthma/Wheezing/Difficulty Breathing
  - Bleeding
  - Burns
  - Chest Pain/Cardiac Emergency
  - Choking

CPR
Fractures, Dislocations, Sprains, or Strains
Head Injuries
Heat Exhaustion/Heat Stroke
Opioid Overdose
Seizures
Seriously Ill - Shock
Wounds (Stabs & Gunshot)
Radiation Threat
Suicide Risk
Suspicious Box Located on Site
Utility Failure
Power Outage
Natural Gas Disruption
Fire Alarm Failure
HVAC Failure
Water Failure
Sewage Back-up

Triage and Medical Care

Building Security and Reoccupation

Emergency Equipment
Emergency Supplies
Emergency Buckets Inventory List

Emergency Prevention Schedule

Appendix
Emergency Contacts
Bomb Threat Checklist
Trapped, Missing, Injured, or Deceased Students Report

Introduction

Natural disasters, such as earthquakes, floods, man-made disasters or terrorist acts, which can result from chemical or biological incidents, falling aircraft, fires, explosions, etc., are potential hazards for which we must be prepared. We must also prepare for a man-made crisis, which can come in the form of weapons on campus or office buildings and bomb threats.

The objective of Education for Change Emergency/Disaster Planning and the Emergency Operations Manual is to provide the maximum practical protection for students and staff in the event of an emergency.

To meet this objective, each classroom will have an Emergency Bucket. Each Emergency Bucket contains the necessary tools to be used in case of an emergency (for a complete inventory list see the last page of this document).

We will train and prepare students and staff on the appropriate and safe procedures to follow in the event of an emergency through staff in-service trainings and student drills. The occurrence of an emergency will require prompt response from all personnel as they perform their specific assignments from this plan. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the emergency plan to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Principal and the local civil authority.

However, in any emergency, the following priorities shall apply:

1. **Protection of life**
2. **Prevention of injury**
3. **Protection of property**
4. **Preparation of the campus for extended stay or evacuation**

Who Declares a Site Emergency?

Site emergencies may be declared by the following:

- **Civil Authorities:**

  The police, fire officials, or other local, state or federal government agencies may declare an emergency, which would involve the EFC site. Notification of such conditions will activate EFC's Emergency Plan so that an adequate site response can be engaged.

  The Superintendent shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Superintendent shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

- **Principal:**

  The Principal at an **Education for Change (EFC) school** is primarily responsible for declaring a site emergency. In questionable cases they may use the Incident Command Structure (ICS) team to assist in assessing the need to declare an emergency. The list of staff that are a part of the ICS team and their responsibilities in an emergency is located on page 6 of this manual. In the absence of the Principal, the Acting Principal will act on behalf of the Principal. In a situation where neither is available, the most senior administrator on site shall declare the emergency.

- **All EFC Employees:**

  - ***Emergency Situations:*** All EFC employees are responsible to sound the appropriate alarm or notification upon discovering an emergency. An emergency includes events such as: fire, earthquake, observation of a person on site with a gun, or hearing gunshots on site. If a fire is observed, an alarm pull device should be activated. In any emergency situation (including fire), use your phone, radio, or any other available means of communication (i.e., e-mail, messenger, etc) to immediately notify administration. Obviously, common sense will indicate that, in some situations you should immediately proceed with either a Room Evacuation or Lock Down for your own office or the students around you. An emergency situation will usually require calling 911 as well. **Any employee may call 911 in an emergency.** An animal attack may require a Lock Down for a portion of the site and not require a site-wide Lock Down procedure. In such cases, an attempt should be made by the staff on site to clear that particular area and notify administration.

  - ***Non-emergency Situations:*** Non-emergency situations, such as observations and rumors should be reported immediately to administration without sounding an alarm. An example of this type of situation includes a student reporting that s/he saw a student put a knife in her/his pocket. The Principal and/or the ICS will determine whether to declare an emergency or not.

Incident Command Structure

The **Incident Command Structure (ICS)** team is made up of the Principal and other designated supervisors and administrators. The Principal may make use of the team if deemed necessary. That team will assist the Principal in determining the true nature and lethality of a given situation and conducting investigations into threatening rumors.

Responsibilities of the ICS personnel:

Site Principal – EFC Principal is responsible for coordinating between the civil authorities and all site staff. Has top authority within the EFC Emergency Team at the site level. Will confer with and receive direction from the Superintendent at the Home Office level, who has ultimate authority at the organizational level.

First Aid Coordinator – Each site will designate personnel at the site level who is responsible for coordinating and overseeing all health problems and first aid treatment until paramedics' arrival. Coordinates communication between paramedics, site staff, Emergency Authorities, hospitals, etc.

Grounds, Maintenance and Supplies Coordinator – Site Operations Manager is responsible for coordinating with custodial staff to locate (and know how to use) the site's shut-off valves and utility switches (gas, water, electricity, etc), knows layout of site's buildings and grounds, and emergency supplies inventory and locations.

The **Principal** will be responsible overall for ensuring that the site's Safe Schools Plan is updated annually and that key emergency procedures and an evacuation map are posted in each room. All employees will be trained on the emergency procedures.

In the event of an emergency, the following individuals at the organizational-level (EFC) will be in charge and serve as lead to ensure an appropriate response to the emergency. At the site level, the Principal will be in charge first, the 2nd name will serve as designee for the 1st named, etc.

	Home Office Name	**Phone Number**
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Communication During an Emergency

Alarms (Notification of Emergency):

The site's intercom system and/or phone call page system will be utilized to notify everyone of room evacuations and lock downs. Site evacuations will be initiated by verbal commands from designated administrator in the field after a room evacuation has occurred.

Emergency Task Alarm (Notification) in the event of phone system failure:
Ensure that every classroom has a clipboard with emergency procedures and a whistle. If you hear a whistle burst, then you should do the same whistle burst so that the next teacher will hear you. Do this only one time.

Room Evacuation	1 – Long Whistle
Campus Evacuation	2 – Short whistle bursts
Lock Down Repeated	3 – Short whistle bursts
Shelter in Place	4 – Short whistle bursts

The "**All Clear**" alarm for all drills will be given verbally from the command post by radio, cell phone or site phone all page.

Reporting Emergencies:

Emergencies that pose an immediate danger to the safety and health of staff, students, and visitors should be reported as follows:

The first employee to observe the emergency should call **911** or instruct someone else to call **911**.

Emergencies that may be reported **without** causing all staff, students, and visitors to evacuate should be reported by:

a. Calling 911 for medical/police emergencies (e.g., individual experiencing chest pains, assault in progress outside of the school, etc.)
b. Notifying the site Principal of the emergency

General Response Information for Any Declared Emergency

It is important during an emergency that all staff conducts themselves in a professional manner that demonstrates, through their actions, a degree of expertise promoting confidence. What you do in the first ten minutes will make a major difference in reducing the panic of your students. *Above all else, remain calm*. Use the next few minutes to perform your assigned tasks and attempt a return to normalcy.

- The Staff are to remain with their students at all times during an emergency until relieved by administration.
- Do not release students to anyone (including their parents) until authorized to do so by administration.
- Staff is first responsible for the students under their care.
- EFC staff is much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Staff will be charged with the emergency care of children during an emergency and should remain on their assigned post until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your supervisor to relieve you from your duties.
- It is the responsibility of all staff to report all rumors and observations regarding information that might lead to a site emergency. Such reports should be made immediately to the Principal. Staff is not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into site emergency.
- Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.

Should I Leave an Injured Student Behind?

EFC's staff may eventually be faced with the question, "Do I leave a seriously injured or trapped student behind in the classroom/office/room in order to safely evacuate the remaining students?" Few questions can be more heart wrenching. In such cases, staff must function much like an emergency First Aid Team and perform triage. Staff must make quick, on-the-spot judgments discerning the priority of injuries and what must be done first.

An example of how to prevent further injury or further entrapment is: After an earthquake a portion of the building may have fallen and trapped a student under heavy debris. It may be better to evacuate the mobile students to the evacuation site and report the entrapment to the Fire, Search, and Rescue Team rather than have your existing mobile students attempt a rescue. An aftershock or further cave-in may entrap more students thereby meaning the decision to save one may cost the lives of other students who could have been saved. Often it is best not to move an injured person; leave that job to the paramedics.

On the other hand, if you believe that leaving the student behind could cause death and that you can safely rescue the student without endangering others, it would be best to extract and move the student. An unconscious student who has a severe gash may bleed to death if left unattended. Therefore, it would be better to apply pressure and have some students carry the injured student to medical attention. You may fear that moving a student might cause spinal injury, but if the room is on fire, the student must be moved.

Leaving a student in a room requires quick reporting so that the student can receive assistance as soon as possible. If a student is in immediate danger, and if it is unsafe or impossible for you to extract or move a student, report it immediately. For example, if the trapped student is bleeding severely, use your radio or a messenger to make an immediate report.

Initial Response in an Emergency Situation

The first responses in a declared emergency are going to be one or more of the following tasks: Room Evacuation, Campus Evacuation, Lock Down, Shelter in Place, or Active Shooter Protocol.

- A **Room Evacuation** may be the result of a fire, earthquake, or any other event that requires leaving a building. If an earthquake occurs, the duck and cover, and hold procedure (during the shaking) will precede the room evacuation.

- A **Campus Evacuation** will occur if the site is deemed unsafe and uninhabitable by civil authorities or by administration. This will usually be the result of an earthquake, extensive site fire, range fire, aircraft disaster, chemical threat, or local police action.

- A **Lock Down** procedure will occur if a threat occurs on site or in the local neighborhood, which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person on site, gunshots fired on site, or in the near neighborhood.

- A **Shelter in Place** procedure may occur in the event of a chemical or biological attack by terrorists. You will be instructed to close and seal all windows, doors, and vents with the supplied duct tape and plastic sheeting found in the Emergency Buckets.

- Activation of the **Active Shooter Protocol** will occur in the event that an individual is actively engaged in shooting or attempting to shoot people.

Room Evacuation Procedures

All Line Staff:

II. Upon hearing the alarm system, immediately turn on your radio/cell phone, if applicable.

III. Have students leave the room in an orderly manner.

IV. If a student or staff member is to be left in the room (seriously injured or trapped), report this to the Principal immediately.

V. The staff exits the room last to ensure all students are out (except those which cannot be moved), taking the Emergency Bucket, clipboard, and emergency contact numbers with him/her.

VI. Report with the students to the assigned field area and quickly take roll or do a head count to see if any additional students are missing.

VII. If someone has been left in the room or is missing, raise the red sign. If all students are accounted for, then raise the green sign.

VIII. Remain with your students and await further instructions.

Principal:

- Secure visual reports from line staff to account for all students.
- As soon as you have names of seriously injured or trapped students/staff left in rooms/offices, notify first responders (eg. Fire Department Search & Rescue). Maintain a list and update the status of each student/staff member as the situation develops.
- Maintain control over your students and staff, striving to reduce panic and return things to normalcy.

Maintenance:

- Site Operations Manager will coordinate with custodial staff to shut off the gas (if there is a smell of gas present).
- Site Operations Manager will report to the alarm control panel to silence the alarm and report the alarm pull location to the Principal (if facility is equipped with a fire alarm system with reporting capabilities).

- Assistant Principal will report to traffic control positions at the proper location. Their duty is to assist emergency vehicles in accessing the correct part of the site. The Principal will assign other personnel to additional locations as necessary.
- When necessary, Custodian will report to the main power entrance panel and await instructions.

Principal:

2. Assess the emergency as information is received.
3. Call civil authorities as deemed necessary.
4. Determine appropriate responses and activate necessary response plans.
5. Receive reports from staff on the progress of the Room Evacuation.
6. Confirm that the First Aid Team is in place.
7. Confirm that the Maintenance Staff is in place.
8. Inform the First Aid Team of injuries as necessary.

First Aid Team:

- Receive reports of injuries from the Principal.
- Attend to injuries.

All other staff:

B. If you have a radio/cell phone, turn it on.

C. Report to the Principal and await further instructions.

Off Campus Evacuation: Evacuating to Refuge Shelter

An **Off Campus Evacuation** will normally follow a Room Evacuation procedure when deemed necessary. The site's designated administrator will deliver the directive for an Off Campus Evacuation verbally to all staff. Unless directed otherwise, Off Campus Evacuations will be specific to the site; please see site-specific Safe Schools Plan.

All Line Staff:

B. Upon hearing the alarm system, immediately turn on your radio/cell phone.

C. Upon notification from the Principal to evacuate the site, move your students as directed, (toward the on-site evacuation site, the off-site evacuation site or loading zone). Each clipboard shall have a map of the emergency evacuation route. **Always take the Emergency Buckets with you wherever you go. Remember there are tools in those bags that might be dangerous for the unsupervised usage of our students. Therefore, always maintain responsibility for your Emergency Bucket.**

D. If walking to an off-site evacuation location is involved, await instruction from the Principal.

E. On the way to the evacuation site, re-check the student roster. If a student is missing, contact office staff, who shall relay a complete list of missing students to the Principal.

F. Upon arriving at the evacuation site, keep your students together at the assigned area. Follow the instructions of the Evacuation Campus Coordinator designated by the Principal.

G. Remain with your students and await further instructions.

Evacuation Campus Coordinator (Principal shall designate a leader to serve as coordinator):

B. Prior to leaving the campus, gather your team and provide clear instructions.

C. Upon arrival at the evacuation site, direct arriving students and staff to the areas assigned.

B. Maintain control over your students and staff at the evacuation site, striving to reduce panic and return things to normalcy.

Maintenance Staff:

B. Maintain previous posts from Room Evacuation procedure unless reassigned.

C. Await further instructions from the Principal.

D. When notified, report to the evacuation site.

E. Upon arriving at the evacuation site, report to the Evacuation Site Coordinator for further assignments.

First Aid Team:

B. Work with paramedics to determine how injured persons should be transported.

Principal:

- Work with civil authorities in deciding to declare an Off Campus Evacuation.
- Determine via the proper civil authorities that the roads are accessible between the facility and the evacuation site, and that the evacuation site is habitable.
- Declare an Off Campus Evacuation.
- Designate an Evacuation Campus Coordinator
- Notify staff at your School and your Home Office supervisor of an Off Site Evacuation.
- Monitor the evacuation.
- Personally evacuate the site after the evacuation is completed.
- See that sign is posted at the front gate notifying parents of the location of the evacuation site.
- If cell systems are functioning, develop a ParentSquare message to parents to notify them of evacuation.

All other staff:

- If you have a radio/cell phone, turn it on.
- Report to the Principal and await further instructions.

** If possible, a message will be broadcast to notify parents as to the location where the students have been evacuated. If a power outage disallows this procedure, a sign will be hung on the front gate.*

Lock Down

Teachers and all other staff:

- Upon notification of the lockdown, turn on your cell phone/radio.
- If outside, move students around you into the closest room or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death.
- Scan for children or staff left outdoors. Once inside the room, or if you were already in a room when the Lock Down was declared, lock all doors, shut and lock the windows, close window and blinds and instruct students to get on the floor and lie very still.
- Call 911 if you have vital information and cannot reach the Principal on radio or via cell phone.
- Do not respond to knocks or voices at the door unless directed by an administrator or civil authority you can identify – when in doubt, don't respond and don't open the door.
- Remain with students and await further instructions. Keep students silent to make the room appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by administration or civil authorities you recognize.
- When you hear your name in the roll call on the radio, respond with your name and room number. If you are missing some students, just state your name, location, how many you have with you and how many you are missing and their location (such as the restroom or library).

Principal:

B. Lock down the area you are in by locking all doors; shutting and locking windows; closing blinds; and getting on the floor.
C. Assess the crisis as information is received. If the Lock Down is warranted and has not been initiated elsewhere, declare the Lock Down via the all page system. Call 911 to report the situation.
D. Call offices and other locations to acquire information.
E. Call the staff roll to determine the location of people.
F. Confirm that the First Aid Team is in place in case they are needed after the Lock Down.
G. Inform the First Aid Team of injuries as necessary after the Lock Down.
H. If civil authorities are not directing the Lock Down, determine and deliver the instructions to all staff following the end of the Lock Down. Give notice as to why the Lock Down occurred and what they are to do next.

First Aid Team:

- Lock down your office by locking doors, shutting and locking windows, closing blinds and getting on the floor.
- Do not leave the Lock Down room until instructed to do so by administration or civil authorities.
- Receive reports from the Principal of injuries.
- Attend to injuries after the Lock Down.

Shelter in Place

One of the basic instructions you may be given in a chemical or biological emergency is to **shelter-in-place**. This is a precaution aimed to keep staff and students safe while remaining in your facility. If you are told to shelter-in-place, go inside, close all windows and vents and turn off all fans, heating or cooling systems. All persons should go to a designated safe room, seal windows and doors, and listen to local radio (or television) stations, or a NOAA Weather Radio for instructions.

- While gathering students, you can provide a minimal amount of breathing protection by covering your mouth and nose with a damp cloth. Many chemicals can cause damage to breathing passages.

- Immediately after the **shelter-in-place** announcement is issued, fill large containers (if available) for an additional water supply, and turn off the intake valve to the school or facility. Water supplies may become contaminated. Preserve the water you have available.

- If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Many chemicals can cause damage to breathing passages.

- Avoid eating or drinking any food or water that may be contaminated. Injury may occur from eating or drinking toxic chemicals.

- Seal facility safe room (room with the least amount of openings) so contaminants cannot enter:

    1. Close and lock all windows and doors of the facility.
    2. Turn off all fans, heating and air conditioning systems.
    3. Seal gaps and cracks under doorways and windows with wet towels and duct tape and plastic sheeting.
    4. Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper, or aluminum wrap.
    5. Close off nonessential rooms such as storage areas, laundry rooms, offices and extra bedrooms.

- Turn off all ventilation systems.
- Go to an above ground room (not the basement) with the fewest windows and doors. Some chemicals are heavier than air, and may seep into basements, even if the windows are closed.

- Take your Emergency Bucket with you. These items may make you more comfortable while you are waiting further instructions.

- Stay in the room and listen to your radio until you are told all is safe, or until you are told to evacuate. Local officials may call for evacuation in specific areas that are at greatest risk in your community. Following the advice of local authorities is your safest choice.

Active Shooter Protocol

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

If you hear shots fired on campus or if you witness an armed person shooting or threatening people (active shooter):

Immediately choose the best way to protect your life. Very quickly, make your best determination of what is occurring and which of the options below will provide the greatest degree of security for you employing the "RUN, HIDE, or FIGHT" protocol.

RUN: Evacuate If Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, but do not stay behind because others will not go.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
- Remain in place until you receive an "all clear" signal from the site Principal or law enforcement.

FIGHT: Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

Immediately after an incident:

- Wait for local law enforcement officers to assist you out of the building, if inside.
- When law enforcement arrives, students and staff must display empty hands with open palms.

Note:

- Understand that gunfire may sound artificial. Assume that any popping sound is gunfire.
- If there are two or more persons in the same place when a violent incident begins, you should spread out in the room to avoid offering the aggressor an easy target.
- Be mindful that violent attacks can involve any type of weapon, not just a gun. Knives, blunt objects, physical force or explosives can be just as deadly as a gun. The suggested actions provided here are applicable in any violent encounter.
- Plan ahead: Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with limited mobility.

Response to an Emergency After Hours

The response to school emergencies after the end of the day does not vary from emergencies declared during the business day.

The same procedures will be followed for a Room Evacuation, Site Evacuation, Lock Down and Shelter-in-Place procedures. Here are some things to remember:

2. Rooms closed to students who are outdoors shall be kept unlocked so that a Lock Down procedure can be accomplished.

3. If the Principal and most other administrators are off site when the incident occurs, the senior administrator shall function as the Acting Principal during the emergency. In many cases, that person will be the After School Program Director.

4. If the incident requires an obvious and immediate declaration of an emergency status, such should be declared and all necessary actions put into place.

5. The Senior Administrator is authorized to take any actions deemed necessary in the absence of the Principal.

6. As soon as possible, notification should be made to the proper administrators via pagers, cell phones or land lines, as available. **A call to 911 should always be the first call.**

ADDITIONAL RESPONSE INFORMATION FOR SPECIFIC TYPES OF EMERGENCIES

Air Quality

Regular physical activity promotes health and fitness. However, when the Air Quality Index (AQI) reaches certain thresholds, schools must modify outdoor activities to protect students and staff.

CDE and CDPH Guidance for Schools

The table below shows when and how to modify school-related outdoor physical activity based on the air quality that day. EFC staff shall follow the recommendations below in order to protect the health of all children, including teenagers, who are more sensitive than adults to air pollution. A PDF of the table and related information is found here.

Air Quality Index (AQI) & Activity Recommendation

Activity	AQI 0-50 Good	AQI 51-100 Moderate	AQI 101-150* Unhealthy for Sensitive Groups	AQI 151-200 Unhealthy	AQI 201-300** Very Unhealthy	AQI 301-500** Hazardous
Recess	No restrictions	For students with lung or heart conditions, monitor conditions and consider moving to indoor recess as needed.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
P.E. (Physical Education Class)	No restrictions	For students with lung or heart conditions, consider accommodations or moving PE inside.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training	No restrictions	For students with lung or heart conditions, monitor health and accommodate appropriately.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Event	No restrictions	Monitor students' health and conditions and adjust as needed.	Hold event indoors or avoid vigorous outdoor activities.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.

EPA Guidance for the General Public

The table below contains EPA guidance for the general public, which applies to our staff.

Air Quality Index	Who Needs to be Concerned?	What Should I Do?
Good 0-50	It's a great day to be active outside.	
Moderate 51-100	Some people who may be unusually sensitive to particle pollution.	**Unusually sensitive people:** *Consider reducing* prolonged or heavy exertion. Watch for symptoms such as coughing or shortness of breath. These are signs to take it easier. **Everyone else:** It's a good day to be active outside.
Unhealthy for Sensitive Groups 101-150	Sensitive groups include **people with heart or lung disease, older adults, children and teenagers.**	**Sensitive groups:** *Reduce* prolonged or heavy exertion. It's OK to be active outside, but take more breaks and do less intense activities. Watch for symptoms such as coughing or shortness of breath. **People with asthma** should follow their asthma action plans and keep quick relief medicine handy. **If you have heart disease:** Symptoms such as palpitations, shortness of breath, or unusual fatigue may indicate a serious problem. If you have any of these, contact your heath care provider.
Unhealthy 151 to 200	**Everyone**	**Sensitive groups:** *Avoid* prolonged or heavy exertion. Move activities indoors or reschedule to a time when the air quality is better. **Everyone else:** *Reduce* prolonged or heavy exertion. Take more breaks during all outdoor activities.
Very Unhealthy 201-300	**Everyone**	**Sensitive groups:** *Avoid all* physical activity outdoors. Move activities indoors or reschedule to a time when air quality is better. **Everyone else:** *Avoid* prolonged or heavy exertion. Consider moving activities indoors or rescheduling to a time when air quality is better.
Hazardous 301-500	**Everyone**	**Everyone**: *Avoid all* physical activity outdoors. **Sensitive groups:** Remain indoors and keep activity levels low. Follow tips for keeping particle levels low indoors.

Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed.

If symptoms don't improve, get medical help.

Biological Threat



A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many agents must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

If There is a Biological Threat

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

2. Are you in the group or area that authorities consider in danger?
3. What are the signs and symptoms of the disease?
4. Are medications or vaccines being distributed?
5. Where?
6. Who should get them?
7. Where should you seek emergency medical care if you become sick?

Protect Yourself

If you become aware of an unusual and suspicious release of an unknown substance nearby, it doesn't hurt to protect yourself. Quickly get away. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help. Wash with soap and water and contact authorities.

Bomb Threat

One of the goals of a bomb threat caller is to cause panic among the people being threatened. If you are prepared and ready to act, that goal can be eliminated. Be vigilant in your planning and be prepared. In the case of a bomb threat, everyone needs to know what to do and how to do it safely and efficiently.

The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible (**see bomb checklist in section 8, following page**):

B. Ask what time the bomb is set to go off.
C. Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
D. Ask about the appearance of the bomb package.
E. Listen for background noise, e.g., radio, other people, traffic sounds, etc.
F. Was the caller calm or hysterical?
G. Was the caller's voice young or old?
H. Notify the Principal or other administrator.
I. All personnel are to remain out of the threatened building. The notified administrator will call the police and declare an emergency and initiate a Room Evacuation procedure. The police will conduct the bomb search.

Challenging Site Visitors

All staff are expected to immediately report any visitor who does not appear to be on site for official business. Staff may contact the Principal if and when assistance is needed. Visitors on site who are not conducting official business should be escorted off site.

Chemical Threat



A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat
Many people suffer from watery eyes, twitching, choking, having trouble breathing or losing coordination. Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack

B. Quickly try to define the impacted area or where the chemical is coming from, if possible.
C. Take immediate action to get away.
D. If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
E. Otherwise, it may be better to move as far away from where you suspect the chemical release is and "shelter-in-place."
F. If you are outside, quickly decide what the fastest escape from the chemical threat is. Consider if you can get out of the area, or if you should follow plans to "shelter-in-place."

If You Think You Have Been Exposed to a Chemical
If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.

1. If you think you may have been exposed to a chemical, strip immediately and wash.
2. Look for a hose, fountain, or any source of water, and wash with soap if possible, being sure not to scrub the chemical into your skin.
3. Seek emergency medical attention.

Child Abuse

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Alameda County Social Services Agency. *Information on Child Abuse and the Suspected Child Abuse reporting form can be found in this folder*.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to Alameda County Social Services at 510-259-1800, available 24 hours a day, 7 days a week, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Cde section 11166.05.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior,

including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to the Alameda County Social Services Agency. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

Earthquake

2. Initiate the duck, cover and hold procedure before evacuating the room. Evacuate only after the shaking has stopped. Staff does not have to wait for the Room Evacuation alarm to sound before starting the Room Evacuation procedure.
3. Staff should train students on the duck, cover and hold procedure, reviewing it frequently during drills and exercises.

If indoors…

DUCK – drop to the floor.
COVER – Seek cover beneath a desk, chair, table or bench with your back to the windows. If hard cover is not available, then in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.
HOLD – If beneath a piece of furniture, hold on to the leg of the furniture so that it doesn't "walk" away from you during the shaking.

If outdoors…

Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences. Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.

After Earthquake

After the initial shock has ended, and a reasonable interval has passed with no further shock, survey immediate surroundings to determine injuries and damage.

Do not attempt to move seriously injured persons unless they are in immediate danger of further injury.

If telephones are operating, call the Principal or designee and report conditions of students and estimated damage in your area.

Check for fire or fire hazards from broken electrical lines or short circuits and follow the facility Fire Response Procedure in the facility Fire Plan if a fire is discovered or reasonably expected.

Immediately clean up spilled medications, drugs and other potentially harmful materials.

Check to see that sewage lines are intact before permitting continued flushing of toilets.

Check closets and storage shelve areas. Open closet and cupboard doors carefully and watch for objects falling from shelves.

Be prepared for additional "aftershocks." Although most of these are smaller than the main shock, some may be large enough to cause additional damage.

Responsibilities:

Principal:

After receiving damage assessment report, determine the advisability of partial or complete evacuation of the facility.

If evacuation is deemed advisable, determine condition of exit areas and avoid those that are obstructed or otherwise hazardous.

Conduct immediate check of all communications systems including facility PA, radio network and telephones. Initiate actions to restore service or use other communication resources, including cell phones, two-way radios or messengers.

- Direct implementation of evacuation procedures.
- Direct disaster response activities.
- Initiate recall of personnel.
- Provide for emergency messenger service.
- Establish triage area to screen students and personnel that may be injured.

Facility Services:

Facility Service personal will discontinue normal activities; keep facility in operation and/or make emergency repairs to restore services, particularly electrical main or auxiliary.

Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valve. Shut off electrical power if there is damage to wiring. Report damage to the appropriate utility companies and follow their instructions. DO NOT USE matches, lighters or open flame appliances until you are sure no gas leaks exist. Do not operate electrical switches or outlets.

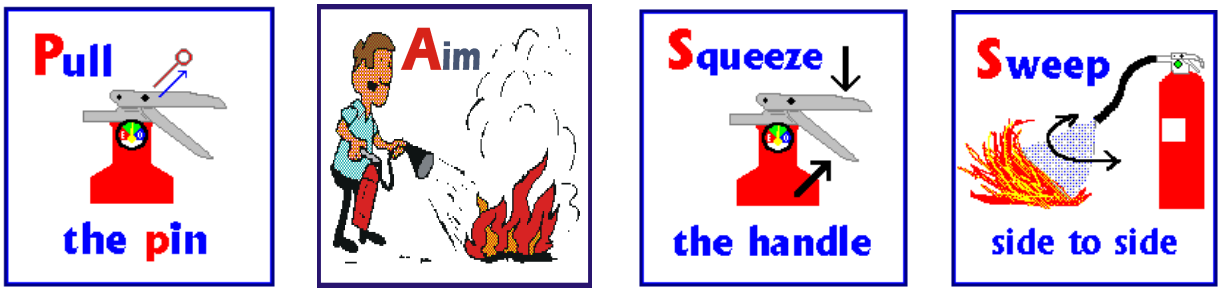
Fire

Local Confined Fire

In case of very small, localized fires (e.g., in a trash can) use the fire extinguishers located throughout the building.

Below is the proper procedure for using a fire extinguisher in case of a small fire. Do not put yourself at mortal risk to put out a fire that is too large or out of control.

Remember the PASS acronym:



- **Pull** the pin located on the handle
- **Aim** at the base of the fire (stay at least 8 feet from the fire)
- **Squeeze** the handle all the way for maximum flow
- **Sweep** at the base of the fire. Move the fire extinguisher or nozzle/hose in a side-to-side "sweeping" motion.

Remember the fire can still re-ignite, so make sure fire is completely out before leaving the scene.

Activate the nearest fire alarm pull station and call 911 if the fire is too large for you to safely put out with a fire extinguisher.

Large Fire

If you smell smoke or observe a fire, activate the nearest fire alarm pull station (where applicable). Call or send a student to the Principal. Have students close all doors and windows as they evacuate the room. Use the RACE method to evacuate:

Remember this Acronym:

R – Rescue (anyone in immediate danger)
A – Alarm (pull fire alarm and call 911)
C – Contain (close all doors as you evacuate)
E – Evacuate (go to the nearest evacuation location away from the fire)

Before opening any door, test for heat by brushing the back of your hand ONLY across the surface of the door and the doorknob. If any surfaces are hot, go to an alternate route. If the area feels cool, open it slowly. Stay calm and be

prepared to close the door immediately at the first sign of smoke or fire. Remain calm and quiet to allow instructions to be heard.

External Fire

In the event that an external (outside the building) fire should require an emergency response, it is likely that the most prudent course would be to stay put, unless instructed otherwise by emergency personnel such as Firefighters or Police.

Poor Air Quality due to External Fire

If the fire is negatively impacting outdoor air, the site operations manager will determine whether to restrict outdoor access for students. Site operations managers will provide all staff and students with air masks as appropriate to protect from poor air quality. If outdoor air quality is such that indoor air becomes negatively impacted and the HVAC system cannot mitigate appropriately, Home Office will determine in consultation with the local authorizers whether to dismiss students and cancel school. If the AQI is at or above 275, the Superintendent shall cancel school.

What to do if you are trapped in a building

- Stay calm. Go to a room that has an outside window and stay there.
- If there is a working telephone, call 911 and tell them exactly where you are.
- To help rescue workers find you, stay where you are and wave something bright or light colored to attract attention.
- To keep smoke out of your area, use clothing, towels, newspapers etc. to stuff the cracks around the door and ventilators.
- If water is available, dampen a cloth to breathe through to help filter smoke and gas vapors.
- If the room begins to fill with smoke, stay as close to the ground as possible
- Above all, THINK before you act and be patient until help arrives.

Heat Advisory

Regular physical activity promotes health and fitness. However, during times of high heat risk, schools must modify outdoor activities to protect students and staff.

CDPH Guidance for Schools

Know your location's "HeatRisk" level to determine who is at risk and what actions to take. Find your HeatRisk level here: National Weather Service (NWS) HeatRisk forecast. The NWS HeatRisk tool provides a seven-day forecast of the potential level of heat risk for a specific location.[4] For guidance on actions to take, see the next section.

Value	Risk of Heat-Related Impacts
0 (Green)	**Little to no risk** from expected heat.
1 (Yellow)	**Minor** - This level of heat affects primarily those individuals extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.
2 (Orange)	**Moderate** - This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.
3 (Red)	**Major** - This level of heat affects anyone without effective cooling and/or adequate hydration.
4 (Magenta)	**Extreme** - This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration.

Source: NWS HeatRisk: Understanding HeatRisk.

Be aware that multiple days of extreme high temperatures will make students and athletes more vulnerable to heat illness.

Monitor for Symptoms

- Always monitor for exertional heat illness. Air temperature, humidity, direct sunlight and other factors can increase risk of heat illness. See below for more information.
- Be aware that exertional heat stroke is life-threatening. Exertional heat stroke (EHS) can occur within the first 60 minutes of exertion and may be triggered without exposure to high ambient temperatures. In the event of EHS, seek medical attention immediately.
- Other heat-related illnesses include heat exhaustion, heat cramps, sunburn and heat rash. For more information about heat-related illnesses, please see the relevant sections below.

Heat Acclimatization

Proceed with extra caution in scenarios where extreme heat occurs suddenly, lasts an extended period of time and/or reaches new high temperatures. Generally, in these scenarios, very few outdoor activity participants (or those participating in indoor spaces without cooling) are "acclimatized." Heat acclimatization is the body's process of adapting to or "getting used to" the heat that occurs gradually (usually requiring 1 to 2 weeks) when a person is exposed to a hotter setting. **Students and athletes face higher risk of heat illness when they are not acclimatized to hotter and/or more humid conditions.** Certain geographic areas (such as coastal areas) not accustomed to higher temperatures will have more persons that are not acclimatized.

Actions Schools Should Take to Lower Risk

The table below outlines actions EFC staff shall take in response to each heat risk level. A PDF of this table can be found here.

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	**Little to None**	• This level of heat poses **little to no risk** from expected heat	• No elevated risk	• No preventative actions necessary
1 (Yellow)	**Minor**	• Heat of this type is **tolerated by most**; however, there is a **minor risk for extremely heat-sensitive groups*** to experience negative heat-related health effects	• **Primarily those who are extremely sensitive to heat,*** especially when outdoors without effective cooling and/or adequate hydration	• Increase hydration • Reduce time spent outdoors or stay in the shade when the sun is strongest • Open windows at night and use fans
2 (Orange)	**Moderate**	• Heat of this type is tolerated by many; however, there is a **moderate risk for members of heat-sensitive groups*** to experience negative heat-related health effects, including heat illness • **Some risk for the general population who are exposed to the sun for longer periods of time** • **Living spaces without air conditioning can become uncomfortable during the afternoon and evening**, but fans and leaving windows open at night will help	• **Primarily heat-sensitive or heat-vulnerable groups,*** especially those without effective cooling or hydration • Those not acclimatized to this level of heat (i.e., visitors) • Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue • Some transportation and utilities sectors • Some health systems will see increased demand, with increases in emergency room visits	• Reduce time in the sun during the warmest part of the day • Stay hydrated • Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) • Move outdoor activities to cooler times of the day • For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	**Major**	• Heat of this type represents a **major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group** • **Dangerous to anyone without proper hydration or adequate cooling** • **Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective.** • **Poor air quality** is possible • **Power interruptions** may occur	• **Much of the population, especially anyone without effective cooling or hydration** • Those exposed to the heat/sun at outdoor venues • Health systems likely to see increased demand with significant increases in emergency room visits • Most transportation and utilities sectors	• **Cancel outdoor activities during the heat of the day**** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day • Stay hydrated • Stay in a cool place especially during the heat of the day and evening • If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	**Extreme**	• This is a rare level of heat leading to an **extreme risk for the entire population** • **Very dangerous to anyone without proper hydration or adequate cooling** • This is a **multi-day excessive heat event**. A prolonged period of heat is dangerous for everyone not prepared • **Poor air quality** is likely • **Power outages are increasingly likely** as electrical demands may reach critical levels	• **Entire population exposed to the heat is at risk** • For people without effective cooling, especially heat-sensitive groups, **this level of heat can be deadly** • Health systems highly likely to see increased demand with significant increases in emergency room visits • Most transportation and utilities sectors	• **Cancel outdoor activities**** • Stay hydrated • Stay in a cool place, including overnight • If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. • Check on your neighbors

**Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.*

*** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.*

Immigration Enforcement Response

Definitions

I. **Immigration enforcement**: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.

II. **Confirmed presence**: Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Follow Standard Campus Security Procedures

The first priority is to follow standard campus security procedures at all times. **It is the expectation that ALL visitors are screened at the door, and that no outsider - which would include immigration enforcement officers - shall enter or remain on school grounds without having registered with the Principal or designee.**

Doors shall be locked other than stated times for arrival and dismissal, and shall have this signage posted. PLEASE MAKE SURE THAT OFFICIAL ARRIVAL AND DISMISSAL TIMES ARE POSTED AT ALL CAMPUS AND BUILDING ENTRY POINTS.

Whenever anyone buzzes at the front door:

- "Hello. Who is calling and what is the nature of your visit?"

- Admit - All "registered" visitors (see foundational list of registered visitors, and maintain a list of people who have appointments at the site). Otherwise respond - "I'm sorry. We have a relatively restrictive visitors' policy for safety reasons. We can only admit you if you have an appointment to see someone. Please see the posted sign on the door to make an appointment."

Immigration Enforcement Response Procedures

Should you receive a report that immigration enforcement is active in your neighborhood:

1. Site staff: inform your Site Administration and Site Operations Manager, who will engage in step 2.
2. Site Administration and SOM: TEXT Superintendent and Chief of Schools (For summer camp TEXT Chief Academic Officer)
3. Call the ACILEP hotline at 510.241.4011 for rapid response from immigration legal services.

Superintendent and Chief of Schools (in the summer, Chief Academic Officer) will collaborate with the HO team to:

- Verify that the report is accurate;
- If confirmed, send an alert to school families to notify them of immigration enforcement presence in the vicinity of the school.
- Notify school leadership and families at nearby schools.

Should immigration enforcement arrive at an EFC site:

- Immediately text Superintendent and Chief of Schools (for summer camp text Chief Academic Officer) to inform them of immigration enforcement arrival at site.

- **Mandatory Notification:** The site administrator or designee will consider the safety and well-being of the students, staff, and community members associated with the school site when determining when and how to issue a notification to:
  IX. All parents/guardians
  X. All teachers, administrators, and school personnel

  Use this template for the notification.

  Send the notifications using one or more of the following methods: ParentSquare text message, Slack notification, automated phone call, and/or email communication.

- Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.

- Ask the officer, "What is your reason for requesting access to school grounds?" and document their response.

- Ask the officer, "What documentation do you have that authorizes school access?", and make a photocopy AND take a picture of the documentation. TEXT the photo to Superintendent and Chief of Schools (for summer camp, Chief Academic Officer); keep the copy for our records.

- If they inquire about a specific student, cite Student Access/Release Policy - "I'm sorry. It is not the policy of EFC to allow anyone to speak to an individual student without parental consent unless there is a judicial warrant. And we are not allowed to release a student to anyone not listed on a student's emergency card."

- If they inquire about specific staff member, say, "It is not the policy of EFC to disclose information about individual staff members. I will need to consult with our Superintendent." TEXT Superintendent and Chief of Schools an update (for summer camp, Chief Academic Officer).

- If they persist for any reason - "I will text our Superintendent right now to inform her of the situation. I apologize

but I am not in a position to violate the stated policies of the organization." TEXT Superintendent and Chief of Schools an update (for summer camp, Chief Academic Officer).

- Should they produce or indicate they have a judicial warrant or valid court order… "I am contacting my supervisor. Please wait." TEXT Superintendent and Chief of Schools (For summer camp Chief Academic Officer). Go get your site administrator.

- Site admin - Go outside to see the judicial warrant or court order. Take a photo and send to Superintendent and Chief of Schools. We will forward to legal counsel. Tell officers - "I'm sorry. I am sending this to our legal counsel to verify that we can comply with the subpoena. We have unfortunately had some situations where individuals have been impersonating officials, and we are now required to verify all officials and paperwork with legal counsel before facilitating access. If you would like to come back in 10 minutes, I can meet you here again with an update about their guidance. Otherwise, I appreciate your patience." A legal subpoena will have a stamp from a court, a judge's signature and request access to records or to a premises.

- All personnel - After an encounter with an immigration enforcement officer, promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - List or copy of the officer's credentials and contact information;
  - Identity of all school personnel who communicated with the officer;
  - Details of the officer's request;
  - Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - EFC personnel's response to the officer's request;
  - Any further action taken by the agent; and
  - Photo or copy of any documents presented by the agent

Should immigration enforcement request student records:

- Immediately text Superintendent and Chief of Schools (for summer camp, Chief Academic Officer) to inform them of the request.

- Ask for, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.

- Ask the officer, "What documentation do you have that authorizes access to these records?", and make a photocopy AND take a picture of the documentation. TEXT the photo to Superintendent and Chief of Schools (for summer camp, Chief Academic Officer); keep the copy for our records.

- If they inquire about a specific student, cite EFC's Student Records Policy - "I'm sorry. It is not the policy of EFC to provide any student records to anyone except the parent/legal guardian without signed parent/guardian

consent/request unless there is a subpoena."

- Should they produce or indicate they have a court-issued subpoena… "I am contacting my supervisor. Please wait." TEXT Superintendent and Chief of Schools an update (For summer camp, Chief Academic Officer). Go get your site administrator.

- Site admin - Go outside to see the subpoena. Take a photo and send to Superintendent and Chief of Schools. We will forward to legal counsel. Tell officers - "I'm sorry. I am sending this to our legal counsel to verify that we can comply with the subpoena. We have unfortunately had some situations where individual have been impersonating officials, and we are now required to verify all officials and paperwork with legal counsel before facilitating access. If you would like to come back in 10 minutes, I can meet you here again with their guidance. Otherwise, I appreciate your patience." A legal subpoena will have a stamp from a court, a judge's signature and request access to records or to a premises…

- All personnel - After a documents request by an immigration enforcement officer, promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - List or copy of the officer's credentials and contact information;
  - Identity of all school personnel who communicated with the officer;
  - Details of the officer's request;
  - Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - EFC personnel's response to the officer's request;
  - Any further action taken by the agent; and
  - Photo or copy of any documents presented by the agent

School and parent level communication should immigration enforcement arrive on site interested in a specific student:

- Follow instructions above regarding immigration enforcement arrival at the site.

- As soon as immigration enforcement identifies a student of interest, send someone to the child's classroom and ask the teacher to "hold" the child in class. Say "We would like for you to keep XXX in your class or with you until further notice. Please keep your phone handy so we can contact you."

- As soon as immigration enforcement identifies a student of interest and there is NO judicial warrant or court order, have an administrator call the parent/guardian - "immigration enforcement is on site requesting access to your child. In compliance with EFC policy, we have communicated we CANNOT provide access to the child without your consent. " Tell the parent, "Do not worry. We will NOT provide access to your child. We will ensure they do NOT talk to your child. Do not come to the school. We will contact you when they leave. We advise you to be somewhere where you cannot be located - not your home or workplace."

- If there is a judicial warrant or court order - “immigration enforcement is on site requesting access to your child. They appear to have a warrant/court order. At this point, we are verifying their warrant/court order with our legal counsel“ They have NOT spoken to your child. Please do NOT come to the school site at this time. We will call you again shortly with further directions. We advise you to be somewhere where you cannot be located - not your home or workplace.” At this point, send contact information to Superintendent and Chief of Schools, and we will continue communications with legal counsel, immigration enforcement, and the families.

- Once immigration enforcement has departed, the Site Administrator, in partnership with Home Office leadership, will arrange for the student to be transported to a safe location identified by the parent.

Should nobody arrive at dismissal to pick up a student (and we suspect the parents/guardians may have been taken into custody by immigration enforcement), follow our standard procedures for situations where a student is not picked up at dismissal:

- Make repeated attempts to contact the parent/guardian.

- Should attempts to reach the parent/guardian be unsuccessful, call and text message every contact on the student’s emergency contact list. Explain to the emergency contact that you have been unable to get in contact with the parent/guardian, and ask if they (1) are aware of any situation that would prevent the parent/guardian from picking up the student, and (2) request that they come to school to pick up the student. **You may release the student to any of the emergency contacts designated by the parent on the student’s emergency contact list.**

- Check if there is a Caregiver’s Authorization Affidavit on file for the student. If there is, request that the authorized Caregiver come to school to pick up the student.

- Should an individual arrive and present a Caregiver’s Authorization Affidavit on behalf of the student and this affidavit is not already on file at the school, make a copy of the affidavit and send it to Chief of Schools and Director of Site Operations for review. Chief of Schools or Director of Site Operations may authorize release of the student to the Caregiver.

- Should attempts to reach the emergency contacts be unsuccessful, and no Caregiver Authorization Affidavit be on file, alert Chief of Schools. If there is a notarized plan from the parent/guardian on file, follow that plan. **If there is no plan on file, AND none of the above options lead to identification of an adult who can pick up the child, call Child Protective Services to report the situation.** Keep the student at school until CPS responds, and reach out to Chief of Schools for support as needed.

Should a student not arrive at school, and information is provided by community members that indicates the student was taken into immigration enforcement custody:

- Follow all standard attendance procedures to try to determine the reason for the student's absence.

- Should you confirm that the student was taken into immigration enforcement custody, the Site Operations Manager shall inform Director of Site Operations. Director of Site Operations will reach out to EFC legal counsel for guidance, and will instruct the site operations team regarding next steps.

  The Principal shall inform Chief of Schools .

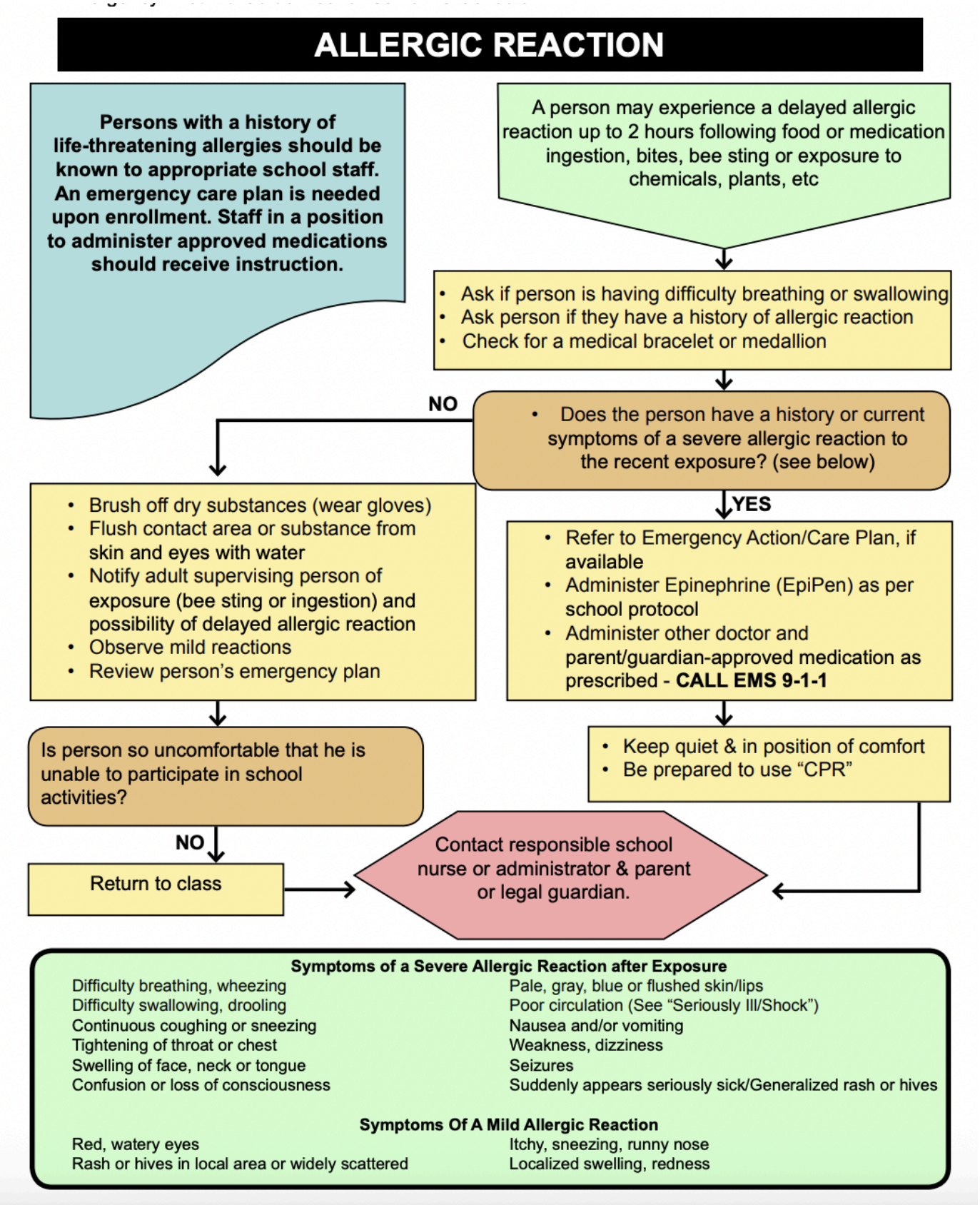
Medical Emergency Procedures

In the event of a medical emergency, EFC staff shall follow the guidance in the California Health and Human Services Emergency First Aid Guidelines for California Schools, **including calling 911 if:**

- ☑ The person is not breathing.
- ☑ The person is having difficulty breathing, shortness of breath or is choking.
- ☑ The person has no pulse.
- ☑ The person is unconscious, semi-conscious or unusually confused.
- ☑ The person has bleeding that won't stop.
- ☑ The person is coughing up or vomiting blood.
- ☑ The person has chest pain or pressure persisting more than 3-5 minutes, or has chest pain that goes away and comes back.
- ☑ The person has been poisoned or taken an overdose.
- ☑ The person has a seizure for the first time, a seizure that lasts more than 5 minutes, multiple seizures, or has a seizure and is pregnant or diabetic.
- ☑ The person has received anti-seizure medication as allowed under the provisions of Education Code Section 49414.7.
- ☑ The person has injuries to the head, neck or back.
- ☑ The person has sudden, severe pain anywhere in the body.
- ☑ The person has an open wound over a suspected fracture or where bone or muscle is exposed.
- ☑ The person's condition is limb-threatening or other injuries that may leave the person permanently disabled unless he/she receives immediate care; for example: lack of feeling or normal color on injured limb (arm or leg); amputation; severe eye injury or chemical exposure to the eye.
- ☑ Moving the person could cause further injury.
- ☑ The person needs the skills or equipment of paramedics or emergency medical technicians.
- ☑ Distance or traffic conditions would cause a delay in getting the person to the hospital.

In any of the above circumstances, or if there is <u>any other reason</u> to suspect the individual's life is in danger, EFC staff shall call 911.

In all other circumstances, follow the guidance on the following pages, and consult the First Aid guidance linked above.


ALLERGIC REACTION
Persons with a history of life-threatening allergies should be known to appropriate school staff. An emergency care plan is needed upon enrollment. Staff in a position to administer approved medications should receive instruction.
A person may experience a delayed allergic reaction up to 2 hours following food or medication ingestion, bites, bee sting or exposure to chemicals, plants, etc
• Ask if person is having difficulty breathing or swallowing
• Ask person if they have a history of allergic reaction
• Check for a medical bracelet or medallion
• Does the person have a history or current symptoms of a severe allergic reaction to the recent exposure? (see below)
NO
YES
• Brush off dry substances (wear gloves)
• Flush contact area or substance from skin and eyes with water
• Notify adult supervising person of exposure (bee sting or ingestion) and possibility of delayed allergic reaction
• Observe mild reactions
• Review person's emergency plan
• Refer to Emergency Action/Care Plan, if available
• Administer Epinephrine (EpiPen) as per school protocol
• Administer other doctor and parent/guardian-approved medication as prescribed - CALL EMS 9-1-1
Is person so uncomfortable that he is unable to participate in school activities?
• Keep quiet & in position of comfort
• Be prepared to use "CPR"
NO
Return to class
Contact responsible school nurse or administrator & parent or legal guardian.
Symptoms of a Severe Allergic Reaction after Exposure
Difficulty breathing, wheezing
Difficulty swallowing, drooling
Continuous coughing or sneezing
Tightening of throat or chest
Swelling of face, neck or tongue
Confusion or loss of consciousness
Pale, gray, blue or flushed skin/lips
Poor circulation (See "Seriously Ill/Shock")
Nausea and/or vomiting
Weakness, dizziness
Seizures
Suddenly appears seriously sick/Generalized rash or hives
Symptoms Of A Mild Allergic Reaction
Red, watery eyes
Rash or hives in local area or widely scattered
Itchy, sneezing, runny nose
Localized swelling, redness

Anaphylaxis (Severe Allergic Reaction)

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance. The reaction can occur within seconds or minutes of encountering an allergic trigger, including but not limited to an insect sting, food allergy, drug reaction (e.g., antibiotics, aspirin and non-steroidal inflammatory drugs), and exercise.

Watch for Symptoms

Anaphylaxis is highly likely to be occurring when any ONE of the following happens within minutes to hours after exposure to an allergen:

1. A person has symptoms that involve the skin, nose, mouth, or gastrointestinal tract
    - Itching, wheezing, swelling, throat tightening, vomiting, or diarrhea
      AND either:
    - Difficulty breathing, or
    - Reduced blood pressure (e.g., pale, weak pulse, confusion, loss of consciousness)
2. A person was exposed to a suspected (known allergy) allergen, and TWO or more of the following symptoms occur:
    - Skin symptoms or swollen lips (itchy mouth or hives)
    - Difficulty breathing
    - Reduced blood pressure
    - Gastrointestinal symptoms (e.g., vomiting, diarrhea, or cramping)

Many individuals may have previously had only a mild reaction to an allergen, but subsequent exposure can trigger anaphylaxis. Without immediate administration of epinephrine followed by activation of emergency medical services, death can occur.

Administration of Epinephrine

Once anaphylaxis symptoms are present, it is recommended that the first line of treatment of choice is an immediate intramuscular injection of epinephrine (epinephrine auto-injector) injected into the lateral (outer side) thigh, which is effective for five minutes (according to the manufacturer of epinephrine auto-injectors). A trained volunteer[27] may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available.

Steps in the Emergency Use of an Epinephrine Auto-Injector:

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently, anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.

2. Administer the epinephrine auto-injector, and then call 911. Stay with the individual experiencing anaphylaxis. Have others notify the parents and school administrator immediately.

3. Dosage:

- For students in second grade or below, or weighing 33-66 lbs., administer 0.15 mg., epinephrine auto-injector (Junior) (when in doubt-give the higher dose) by injecting it into the lateral (outer side) thigh.
- For adults and students in third grade or above, or weighing 66 lbs. or more, administer 0.30 mg., epinephrine auto-injector (Adult) by injecting it into the lateral (outer side) thigh.

4. Stay with the individual and reassure them. **Do not raise them to an upright position. Have the individual lie down if tolerated with lower extremities elevated. Roll the individual to their side if vomiting. Have them sit up if they have difficulty breathing.**
5. Epinephrine auto-injector administration procedure:

    a. Remove safety cap or cover of epinephrine auto-injector and place 'tip' ("active side of device") on outside of thigh—midway between hip and knee (follow instructions—may require pressure while placing on thigh)
    b. Position device perpendicular (90 degree angle) to the thigh
    c. It can be administered through clothing
    d. Wait for click or other sound indicating medication is being administered
    e. Hold in place for approximately 3 seconds (or as recommended by the manufacturer's instructions)
    f. Many have a shield that covers the exposed needle
    g. Keep epinephrine auto-injector until emergency personnel arrive. Per their direction, either give to them or place expended injector in sharps container

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the epinephrine auto-injector. Remove stinger quickly by scraping with a fingernail, plastic card, or piece of cardboard. Apply an ice pack to the sting area. DO NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the individual.

7. Observe the affected individual for signs of shock. Cover them with a blanket, as necessary, to maintain body temperature and help to prevent shock

8. **Monitor the affected invididual's airway, breathing, and heart rate. Begin CPR immediately if the individual stops breathing or their heart stops beating.**
    a. **If symptoms continue or worsen and paramedics have not arrived, use a second epinephrine auto-injector and re-inject no less than 5 minutes after initial injection. Continue to monitor the individual's airway and breathing.**

9. After epinephrine is given, the individual should be promptly taken to the nearest emergency department by ambulance for evaluation and monitoring by physicians and nurses. A second delayed reaction may occur after the initial anaphylaxis and this second set of symptoms can also be severe and life-threatening. After evaluation and treatment in the emergency department, parents/guardians should be advised to monitor student according to recommendations of the treating healthcare provider(s) and staff should be informed by the treating healthcare provider on next steps for safe care.

NOTE: According to Centers for Disease Control and Prevention (CDC),[4] anaphylaxis affects one in every 13 children (under eighteen years of age) or approximately two children in every classroom. It is estimated that 25 percent of students have their first anaphylactic reaction at school.

ASTHMA/WHEEZING/DIFFICULTY BREATHING

Asthma/wheezing attacks may be triggered by many substances/activities. Hypersensitive airways become smaller, causing wheeze, cough, and difficulty breathing. Attacks may be mild, moderate or severe. Refer to emergency care plan.

Persons with a history of breathing difficulties, including asthma or wheezing, should be known to appropriate school staff. Develop a school asthma action plan during enrollment. Keep asthma inhaler and spacer available. Student may carry their own medication. Staff authorized to administer medications should receive instruction.

- Sit person upright in position of comfort
- STAY CALM. Be reassuring
- Ask if person has allergies or medication

- Did breathing difficulty develop rapidly?
- Is the student having difficulty speaking due to shortness of breath?
- Are lips, tongue or nail beds turning blue?
- Change in level of consciousness-confusion?

YES →  **CALL EMS 9-1-1**

NO

- If available, check school asthma action plan
- If person has doctor and parent/guardian approved inhaler medication, assist or administer medication as directed
- Observe for 4-5 min and repeat as directed, if not improved
- Encourage person to sit quietly, breathe slowly and deeply in through the nose and out through the mouth

- Are symptoms not improving or getting worse?
- Having difficulty speaking in full sentences?
- Loud wheeze or persistent cough?
- Decreased level of consciousness?

YES →  **CALL EMS 9-1-1**

NO

- May give room temperature water to drink
- Person may return to class when recovered

Contact responsible school nurse or administrator & parent or legal guardian.

Signs of Breathing Difficulty

- Rapid/Shallow breathing
- Not able to speak in full sentences
- Wheezing (high pitched sound)
- Tightness in chest
- Widening of nostrils
- Increased useW of stomach and chest muscles
- Excessive coughing
- Appears very anxious

BLEEDING

Wear disposable gloves when exposed to blood or other body fluids. **Do not remove impaled object.**

- Is injured part amputated (severed)?
- Is blood bright red or spurting?
- Is muscle, fat or bone showing?

YES → 

CALL EMS 9-1-1

NO ↓

- Press firmly with a clean gloved hand, cloth or dressing for several minutes to stop bleeding
- Object in wound, see "Wound-Puncture" (pg. 72)
- Elevate bleeding extremity. If fracture is suspected, see "Fractures…" (pg. 47)

- If amputated part, place part in sealed plastic bag and place bag in ice water
- **DO NOT PUT AMPUTATED PART DIRECTLY ON ICE**

- Bandage wound firmly, but not tight enough to compromise circulation
- Check skin circulation frequently by checking for warmth, pinkness, and good sensation
- If bandage is saturated with blood, Do Not remove it
- Reinforce with another dressing over existing dressing/bandage, and
- Hold firm pressure for 10 minutes

Is there continued uncontrollable bleeding?

YES → 

CALL EMS 9-1-1
Maintain Direct Pressure on wound.

- Have person lie down
- Elevate feet 8-10 inches, unless this causes pain/discomfort, OR a neck/back/hip injury is suspected
- Keep person warm but not hot
- Reinforce existing dressing and apply pressure to wound as needed

NO ↓

- Wash surrounding area with soap and water
- Rinse, pat dry, and apply bandage
- If deep or gaping, wounds may need stitches– **RECOMMEND MEDICAL CARE**

Contact responsible school nurse or administrator & parent or legal guardian.

BURNS

Always make sure that the situation is safe for you before helping the person.
Burns may be associated with other injuries, see appropriate topic.

- Remove from source of burn
- Maintain airway and breathing, see "CPR" if needed (pg. 32)

Are any of these findings present:
- Confused or unconsciousness?
- Difficulty breathing?
- Soot around mouth or nose?
- Burn on face or eye?
- Burn is deep or includes a large area, or multiple parts of the body?
- Burned skin is white, brown, black or charred?
- Burn is from an explosion?

YES



CALL EMS 9-1-1

What type of burn is it?

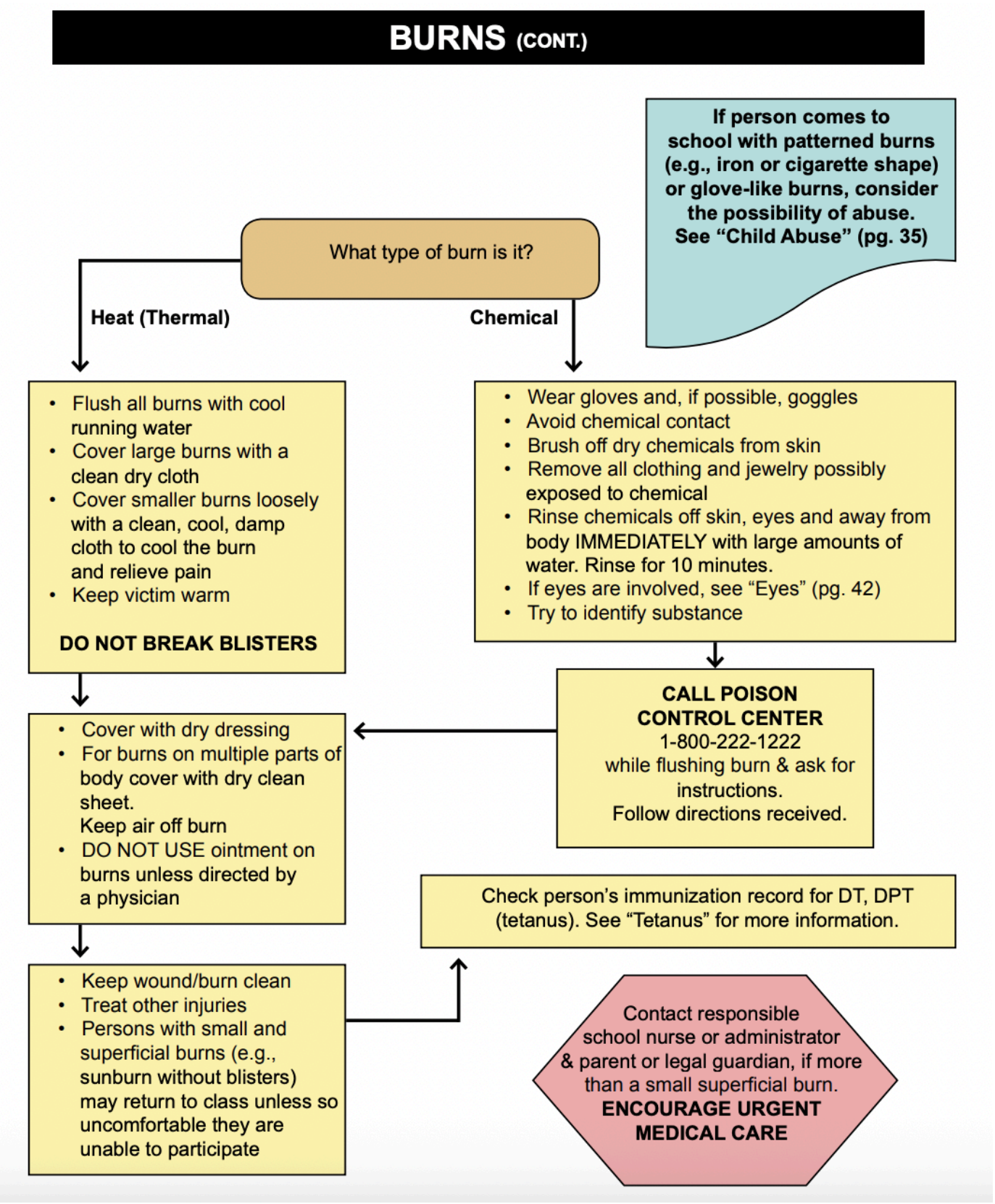
ELECTRICAL

- Turn off electrical power
- Check for breathing and other injuries
- Cover with a dry, preferably sterile, clean dressing
- Maintain normal body temperature
- Electric shock that leaves a visible burn requires medical attention
- See "Electric Shock"

CHEMICAL OR HEAT (THERMAL)

See "Burns Thermal and Chemical" (pg. 28)

BURNS (CONT.)


If person comes to school with patterned burns (e.g., iron or cigarette shape) or glove-like burns, consider the possibility of abuse. See "Child Abuse" (pg. 35)
What type of burn is it?
Heat (Thermal)
Chemical
• Flush all burns with cool running water
• Cover large burns with a clean dry cloth
• Cover smaller burns loosely with a clean, cool, damp cloth to cool the burn and relieve pain
• Keep victim warm
DO NOT BREAK BLISTERS
• Wear gloves and, if possible, goggles
• Avoid chemical contact
• Brush off dry chemicals from skin
• Remove all clothing and jewelry possibly exposed to chemical
• Rinse chemicals off skin, eyes and away from body IMMEDIATELY with large amounts of water. Rinse for 10 minutes.
• If eyes are involved, see "Eyes" (pg. 42)
• Try to identify substance
CALL POISON CONTROL CENTER
1-800-222-1222
while flushing burn & ask for instructions.
Follow directions received.
• Cover with dry dressing
• For burns on multiple parts of body cover with dry clean sheet.
Keep air off burn
• DO NOT USE ointment on burns unless directed by a physician
Check person's immunization record for DT, DPT (tetanus). See "Tetanus" for more information.
• Keep wound/burn clean
• Treat other injuries
• Persons with small and superficial burns (e.g., sunburn without blisters) may return to class unless so uncomfortable they are unable to participate
Contact responsible school nurse or administrator & parent or legal guardian, if more than a small superficial burn.
ENCOURAGE URGENT MEDICAL CARE

CHEST PAIN (POSSIBLE HEART ATTACK)

Chest pain can be caused by:
- Injury
- Esophageal spasm
- Lung inflammation
- Pneumonia
- Gastric disturbance
- Anxiety/Stress
- Heart conditions

Cardiovascular disease and heart attacks are rare among children under 18 years of age. However, some children have a history of heart problems. Check emergency medical information.
The risk of heart attack increases steadily over 40 years of age.

- Any loss of consciousness or confusion?
- Does person look seriously ill?
- Has heart attack symptom(s)? (see below)
- Has significant chest pain stopped and returned?

YES



CALL EMS 9-1-1

Even if person objects.
Do not transport by private car.

NO

- Ask person if this has occurred before and what made it better
- Place in position of comfort, usually reclining, and keep quiet
- Loosen tight clothing

- If unconscious, see "Loss of Consciousness" (pg. 53)
- If breathing stops; see "CPR" (pg. 32)
- Place in position of comfort
- Keep calm, don't panic, reassure person
- **DO NOT GIVE MEDICATIONS UNLESS AUTHORIZED**

Contact responsible school nurse or administrator & parent/ legal guardian.

Signs & Symptoms Of A Heart Attack

- Chest pain described as constant heavy pressure, vise like, or pain in the middle or upper chest. The discomfort may travel across the chest to arm, neck or jaw and also include:
  - Left arm/shoulder pain
  - Jaw/neck pain
  - Sudden unexplained weakness or dizziness with or without nausea
  - Sweaty, clammy, pale, ashen or bluish skin
  - Shortness of breath or breathing is abnormal

Every offers annual CPR training, and EFC campus/worksite has an Automated External Defribrillator (AED).

In the event of a cardiac emergency:

- ☐ Call 9-1-1
- ☐ Check for unresponsiveness or gasping breathing
- ☐ If unresponsive or only gasping begin continuous chest compressions and have someone retrieve the AED if not at the scene.
- ☐ Turn on AED and follow directions
- ☐ Attach AED electrode pads, analyze rhythm
- ☐ When the AED recommends the patient needs to be shocked, make sure no one is touching the person and press the “Shock” button
- ☐ Follow instructions from AED unit
- ☐ If instructed to do so by AED, resume CPR for 2 minutes and follow instructions from AED device If no signs of circulation, resume CPR

CHOKING
FOR CONSCIOUS VICTIMS

Call 9-1-1 or activate EMS after starting rescue efforts.

INFANTS UNDER ONE YEAR OF AGE

Begin the following if the infant is choking and is unable to breathe. However, if the infant is coughing or crying, DO NOT do any of the following, but call EMS 9-1-1, try to calm the child and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1 below.

1. Position the infant, with head slightly lower than chest, face down on your arm and support the head (support jaw; do NOT compress throat).



2. Give up to 5 back blows with the heel of the hand between infant's shoulder blades.

3. If object is not coughed up, position infant face up on your forearm with head slightly lower than rest of body.



4. With 2 or 3 fingers, give up to 5 chest thrusts near center of breastbone, about one finger width below the nipple line.

5. Open mouth and look. If foreign object is seen sweep it out with finger.



6. Tilt head back and lift chin up and out to open the airway. Try to give 2 breaths.

7. Repeat steps 1-6 until object is coughed up, infant starts to breathe or infant becomes unconscious.

IF INFANT BECOMES UNCONSCIOUS, LAY ON BACK AND GO TO PAGE 32, RIGHT COLUMN, STEP 6 OF CPR INSTRUCTIONS USING 2 FINGERS IN MIDDLE OF BREAST BONE FOR COMPRESSIONS.

CHILDREN OVER ONE YEAR OF AGE & ADULTS

Begin the following if the child/adult is choking and is unable to breathe. However, if the child/adult is coughing or crying, DO NOT do any of the following, but call EMS 9-1-1, try to calm the child/adult and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1.

1. Stand or kneel behind person and place your arms under the armpits to encircle the chest.

2. Place thumb side of fist against middle of abdomen just above the navel. DO NOT place your hand over the very bottom of the breastbone. Grasp fist with other hand. Press with quick backward and upward thrusts.



3. Give up to 5 quick inward and upward thrusts.

4. Repeat steps 1-2 until object is coughed up, or person starts to breathe or becomes unconscious.

IF PERSON BECOMES UNCONSCIOUS, LAY ON BACK AND GO TO PAGE 32, RIGHT COLUMN, STEP 6 OF CPR INSTRUCTIONS.

FOR OBESE OR PREGNANT PERSON

Stand behind person and place your arms under the armpits to encircle the chest. Place thumb side of fist against lower half of breastbone and thrust backwards.



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2. Text based on Community First Aid & Safety, 2002 , American Red Cross

LAY PERSON CPR

CHECK FOR UNRESPONSIVENESS
(Call out, rub arms/chest).
If responsive, no CPR needed.

Additional written directions and pictures on next page (pg. 32).


Infant CPR

If unresponsive, call 9-1-1.
If anyone else available, have them call for help and an AED.


Child CPR


Adult CPR

- **BEGIN CHEST COMPRESSIONS AT A RATE OF 100/MIN; deliver 30 compressions**
- Infants: use 2 fingers in middle of breast bone and compress ½" -1" inch
- Small children: use heel of hand, compress 1½"-2"
- Adults: use both hands – one on top of other in middle of breast bone and compress at least 2" – allow for full recoil of chest

If Breathing →

Place on left side and protect airway



CALL 9-1-1
See "Loss of Consciousness" and provide first aid as needed (pg. 53).


Head Tilt

<u>If trained</u> - Give 2 rescue breaths
- Tilt head back and open jaw
- Cover mouth with your mouth
- Give breaths until chest rises
- Continue with 30 compressions and 2 breaths

<u>If untrained</u> – continue "Hands only"
- Continue breathing and chest compressions as needed
- REASSESS EVERY 2 MINUTES for responsiveness; if unresponsive, continue CPR
- If patient starts breathing, place on left side and protect airway

LAY PERSON CPR (CON'T)
FOR CHILDREN ONE YEAR OLD TO ADULT

CPR is to be used when a child or adult is unresponsive or when breathing or heart beat stops.

1. Tap or gently shake the shoulder. Shout "Are you OK?" If that person is unresponsive, shout for help and send someone to call **EMS 9-1-1.**



2. Turn the person onto his/her back as a unit by supporting the head and neck. If head or neck injury is suspected, DO NOT BEND OR TURN NECK.

3. Lift chin up and out with one hand while pushing down on the forehead with the other to open the **AIRWAY**. If head or neck injury suspected, hold head still and move jaw forward to open airway.

4. Check for normal breathing by observation of chest, if there is no breathing or the patient is making gasping breaths then begin chest compressions at a rate of 100 per minute. Compress 30 times before beginning rescue breaths.

5. If child is not breathing, seal your lips tightly around his/her mouth; pinch nose shut. While keeping the airway open, give 2 slow breaths (1 to 1½ seconds per breath) until chest rises.

IF AIR GOES IN:
(Chest rises with rescue breath)

6. Place heel of one hand on the lower half of breastbone. Do NOT place your hand over the very bottom of the breastbone.

7. Compress chest 30 times with heel of one hand (at least 2 inches). Lift fingers to avoid pressure on ribs.



8. Give 2 slow breaths until chest rises.



9. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSIONS PER MINUTE UNTIL PERSON SHOWS SIGNS OF BREATHING EFFECTIVELY ON OWN, SHOWS OTHER SIGNS OF CIRCULATION, OR HELP ARRIVES.

IF AIR WON'T GO IN:
(Chest does *NOT* rise with rescue breath)

6. Re-tilt head back (Steps 3-5). Try to give 2 breaths again.

IF AIR GOES IN, FOLLOW LEFT COLUMN.
IF AIR STILL WON'T GO IN:

7. Find hand position near center of breastbone. Do NOT place your hand over the very bottom of the breastbone.



8. Compress chest 30 times with the heel of 1 hand (at least 2 inches). Lift fingers to avoid pressure on ribs.

9. Lift jaw and tongue and look in mouth. If foreign object is seen, sweep it out with finger. If object is not seen, Do Not Sweep With Finger Blindly.

10. REPEAT STEPS 6-9 UNTIL BREATHS GO IN, CHILD STARTS TO BREATH EFFECTIVELY ON OWN, SHOWS OTHER SIGNS OF CIRCULATION OR HELP ARRIVES.

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2. Text based on Community First Aid & Safety, 2002 American Red Cross
3. 2010 American Heart Association Guidelines for CPR

FRACTURES, DISLOCATIONS, SPRAINS OR STRAINS

Treat all injured parts as if they Could be fractured (See Signs & Symptoms at bottom of page)

- Is bone or joint deformed or bent in an unusual way?
- Is skin broken over possible fracture?
- Is bone sticking through skin?
- Is skin of the injured extremity pale/cool when compared with opposite extremity?

YES → 

CALL EMS 9-1-1

NO ↓

- •Avoid movement of injured part
- •Do not allow person to put weight on it or use it
- •Splint with towel, cardboard, or sling
- •Gently support and elevate injured part and adjacent joint, with pillow or folded towel, if possible
- •Apply ice/cold (no more than 20 min/hr.), covered with cloth or paper towel

If bleeding, wear gloves and apply direct pressure to bleeding site.

- Control Bleeding, see "Bleeding" (pg. 24)
- Leave in position of comfort
- Cover broken skin with clean bandage
- Do NOT move or attempt to straighten injured part
- Splint
- Give nothing to eat or drink
- See "Seriously Ill/Shock" if needed (pg. 63)

Contact responsible school nurse or administrator & parent or legal guardian.

After a period of rest, recheck the injury.

- Is the pain gone?
- Can person move or put weight on injured part without discomfort?
- Is numbness/tingling gone?
- Has normal sensation returned to injured area?
- Is coloration, circulation normal?

YES → **If discomfort is gone, allow person to return to class.**

NO ↓

Contact responsible school nurse or administrator& parent or legal guardian.

ENCOURAGE MEDICAL CARE

Signs & Symptoms of Fracture, Dislocation, Sprains or Strains

- Pain and/or swelling in one area
- Large bruise/discoloration
- Sounds/feels like bones moving rubbing
- Bent or deformed bone/extremity
- Cold and numb
- Loss of sensation or movement
- Disfigurement at joint

HEAD INJURIES

If person only bumped head and does not have any other complaints or symptoms, See "Bruises" (pg. 26). Ask questions about how injury occurred.

Many head injuries that happen at school are minor. Head wounds may bleed easily and form large bumps. Bumps to the head may not be serious. Head injuries from falls, sports, & violence may be serious. If head is bleeding, see "Bleeding" (pg. 24).

With a head injury (other than minor head bump), always suspect neck injury as well. Do NOT move or twist the spine or neck, see "Neck & Back Pain" (pg. 56).

- Have person rest, lying flat
- Keep person quiet & warm

Is person vomiting?

Turn the head and body together to the left side, keeping the head and neck in a straight line with the trunk.

Watch person closely.
DO NOT LEAVE PERSON ALONE

Are any of the following present:
- Unconsciousness, seizure or neck pain?
- Blood is flowing freely from the head wound, see "Bleeding" (pg. 24)?
  - Maintain firm, direct pressure
- Inability to respond to simple commands?
- Blood or watery fluid from ears or nose?
- Inability to move or feel arms or legs?
- Person is sleepy, confused or asks repetitive questions?



CALL EMS 9-1-1
Look, listen & feel for breathing. If person stops breathing, see "CPR" (pg. 32)
GIVE NOTHING TO EAT OR DRINK

If person was briefly confused and seems fully recovered contact responsible school nurse or administrator & parent or legal guardian.
WATCH FOR DELAYED SYMPTOMS & ENCOURAGE MEDICAL CARE.
Send home instructions for observing delayed symptoms.

Contact responsible school nurse or administrator& parent or legal guardian.

HEAT EXHAUSTION/HEAT STROKE

Heat exhaustion is common and is due to lack of body fluids. Heat Stroke is life-threatening and occurs when the body is overwhelmed by heat and cannot regulate body temperature. Strenuous activity in the heat may cause heat-related illness. See signs & symptoms of heat emergencies below.

Spending too much time in the heat, especially with exertion, may cause heat emergencies.

Heat emergencies can be life-threatening situations.

Is person unconscious or altered mental status?

YES

- Quickly remove person from heat to a cooler place
- Put on side to protect airway
- Look, listen and feel for breathing. If not breathing, see "CPR" (pg. 32)

NO

- Move person to a cooler place
- Have person lie down
- Elevate feet
- Loosen or remove outer clothing
- Spray with water and fan person

Are any of the following happening:

- Hot, dry, red skin?
- Altered mental status?
- Vomiting? Fever?
- Confusion, dizziness?
- Rapid shallow breathing?

YES

CALL EMS 9-1-1



NO

- Give clear fluids frequently (water, sport drink, etc.), in small amounts, if fully awake and alert
- If condition improves, may return to class. NO P.E./Sports
- **If no improvement, child NEEDS IMMEDIATE MEDICAL CARE**

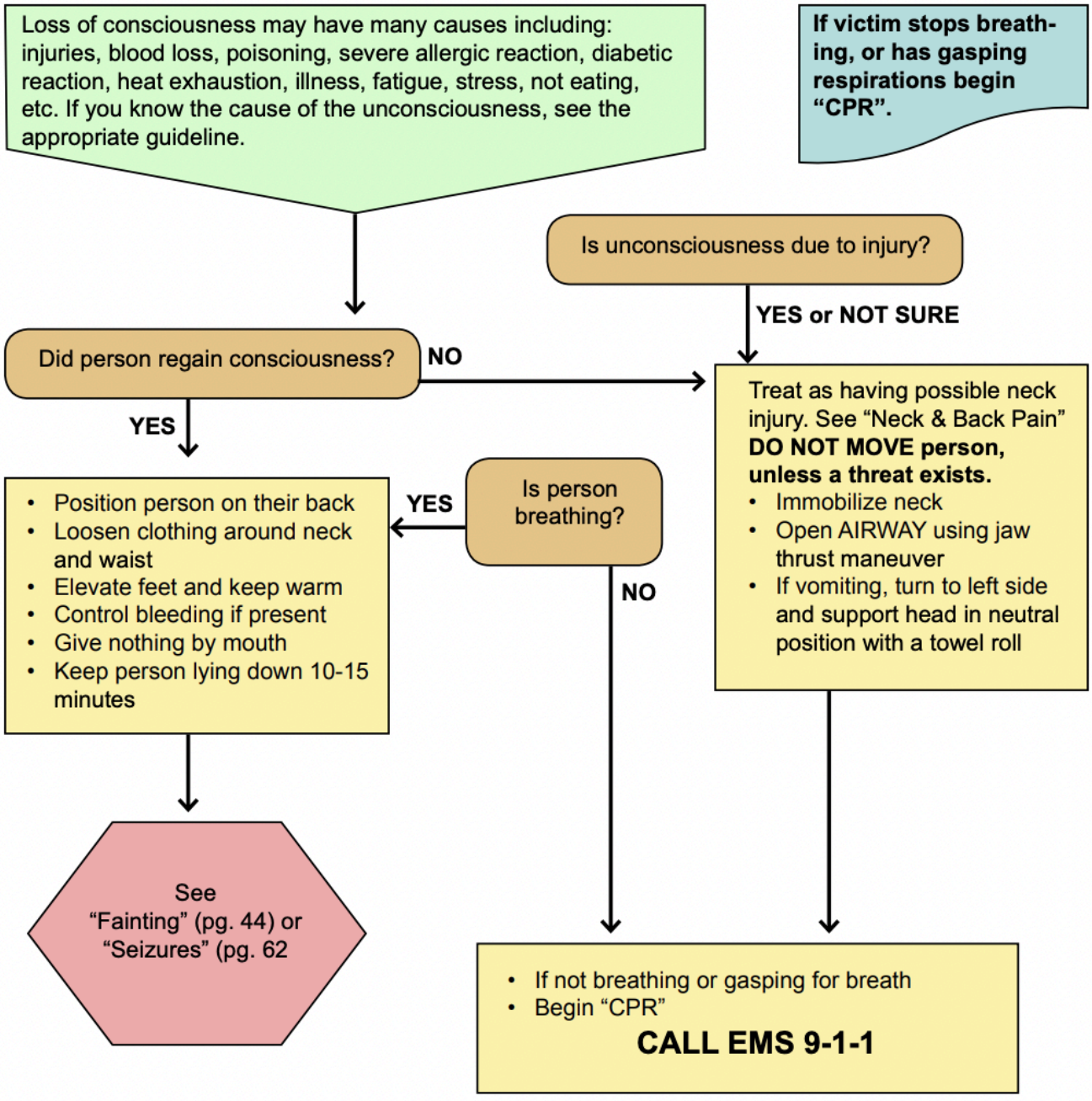
Remove outer clothing, as appropriate. Cool rapidly by completely wetting clothing/skin with room temperature water. **DO NOT USE ICE WATER.**

Signs & Symptoms of Heat Related Injury

Heat Exhaustion	Heat Stroke
•Cool, moist, pale skin	•Hot skin (usually dry)
•Weakness & fatigue	•High temperature
•Sweating, headache	•Rapid, weak pulse
•Vomiting, nausea	•Rapid, shallow breathing
•Confusion, dizziness	•Seizure
•Muscle cramping	•Loss of consciousness

Contact responsible school nurse or administrator & parent or legal guardian.

LOSS OF CONSCIOUSNESS



Opioid Overdose

Every EFC office maintains doses of Naloxone nasal spray. Naloxone saves lives because it can quickly restore normal breathing to a person whose breathing has slowed or stopped as a result of overdosing on prescription opioid medications, heroin, or drugs that are adulterated and contaminated with an opioid like fentanyl (e.g., cocaine, methamphetamine). If you give naloxone to a person who has not taken an opioid medicine, **it will not hurt them**.

Recognize the Signs of an Opioid Overdose

During an overdose, a person's breathing can be dangerously slowed or stopped, causing brain damage or death. It's important to recognize the signs and act fast, even before emergency workers arrive. Signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Limp body
- Slow, shallow breathing
- Choking or gurgling sounds

What to Do if You Think Someone Has Overdosed on Opioids

1. Call 911 immediately.
2. Give naloxone as quickly as possible. Do not wait for emergency workers to arrive before giving naloxone. Remember, Naloxone will not hurt anyone.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with the person until emergency workers arrive.
6. Naloxone is a temporary treatment. More than one dose might be needed under some circumstances, especially if an overdose event involves illicitly manufactured fentanyl and fentanyl-related substances.

SEIZURES

Refer to person's Emergency Action/Care Plan, if available, follow instructions from person's guardian or physician.

A person with a history of seizures should be known to appropriate staff. An emergency care plan should be developed containing a description of the onset, type, duration and after effects of that person's seizures. If there is a history of diabetes, check blood sugar, see "Diabetes" (pg. 37).

- During or immediately after a seizure, place on the floor (preferably a mat) for observation and safety
- **DO NOT RESTRAIN MOVEMENTS**
- Move surrounding objects to avoid injury
- Protect head and neck using a jacket or padding like a folded towel/cloth
- **DO NOT PLACE ANYTHING BETWEEN THE TEETH** or give anything by mouth

Note:
Observe details of the seizure for parent or legal guardian, emergency personnel, or physician.
- Duration, movement of eyes, mouth, arms & legs
- Loss of urine/bowel control
- Loss of consciousness or change in behavior

- Is seizure lasting longer than 5 minutes?
- Is person having multiple seizures following one another at short intervals?
- Is person having any breathing difficulties after the seizure?

NO

- After seizure, keep airway clear by placing person on his/her left side and support the head in a neutral position with a towel roll
- Seizures are often followed by sleepiness and confusion. This may last from 15 minutes to an hour or more

YES



CALL EMS 9-1-1

Contact responsible school nurse or administrator & parent or legal guardian.

After the sleeping period, the person should return to normal and be encouraged to participate in all normal class activities.

Signs & Symptoms of Seizure
- Episodes of staring and nonresponsive
- Staring with twitching of the arm and/or leg muscles
- Generalized jerking movement of arms and/or legs with unconsciousness
- Sudden unusual behavior for that person (e.g., strange sounds, belligerence, running)
- If trained personnel and medication available, administer Diastat.

SERIOUSLY ILL/SHOCK

Any serious injury or illness may lead to shock which is a lack of blood and oxygen getting to tissue.

- **STAY CALM and get medical assistance**
- Shock is a life-threatening condition
- Check for medical bracelet or medallion

For Injury
Do Not move
person until extent of injury is known, unless endangered.

Is person:

- Unconscious? See "Loss of Consciousness" (pg. 53)
- Not breathing? See "CPR" (pg. 29)
- Look seriously sick? (see signs & symptoms listed below)
- Bleeding profusely? See "Bleeding" (pg. 24)



CALL EMS 9-1-1

- Lie person down – keep body flat
- Control Bleeding: apply direct pressure and see "Bleeding" (pg. 24)
- If person vomits, roll on to left side keeping back & neck straight if injury suspected

- Minimize pain by position of comfort
- Elevate feet 8-10 inches, unless this causes pain/discomfort, OR a neck/back/hip injury is suspected
- Keep body normal temperature, if cold provide blankets. Avoid chilling
- NOTHING to EAT OR DRINK

Contact responsible school nurse or administrator & parent or legal guardian.

Signs of SHOCK

- Pale, cool, moist skin
- Mottled, ashen, blue skin
- Altered consciousness
- Nausea, dizziness, thirsty
- Unresponsive
- Abnormal behavior
- Restlessness/irritability
- Generalized weakness
- Rapid or difficulty breathing

WOUNDS (STABS & GUNSHOT)



CALL the police via 9-1-1

- Tell dispatcher if Emergency Medical Services are also needed
- Intervene only if the situation is safe for you to approach
- Get someone to assist you

Refer to your school's policy for handling violent incidents.

Wear disposable gloves when exposed to blood or other body fluids.

Is the person:
- Pale, sweaty skin?
- Losing consciousness?
- Having difficulty breathing?
- Bleeding uncontrollably?

Open the airway and look, listen and feel for breathing, see "CPR" (pg. 32).

•If impaled object, do not remove
•Press firmly with a clean bandage to stop bleeding, see "Bleeding" (pg. 24)
•Have person lie down
•Elevate feet 8-10 inches
•Elevate injured part gently, if possible
•Cover with a blanket or sheet

Contact responsible school nurse or administrator & parent or legal guardian.

Radiation Threat



A radiation threat or "Dirty Bomb" is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with biological or chemical threats, you want to limit exposure.

If There is a Radiation Threat or "Dirty Bomb"
To limit the amount of radiation you are exposed to, think about shielding, distance and time.

2. Shielding: If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
3. Distance: The farther away you are away from the blast and the fallout, the lower your exposure.
4. Time: Minimizing time spent exposed will also reduce your risk.

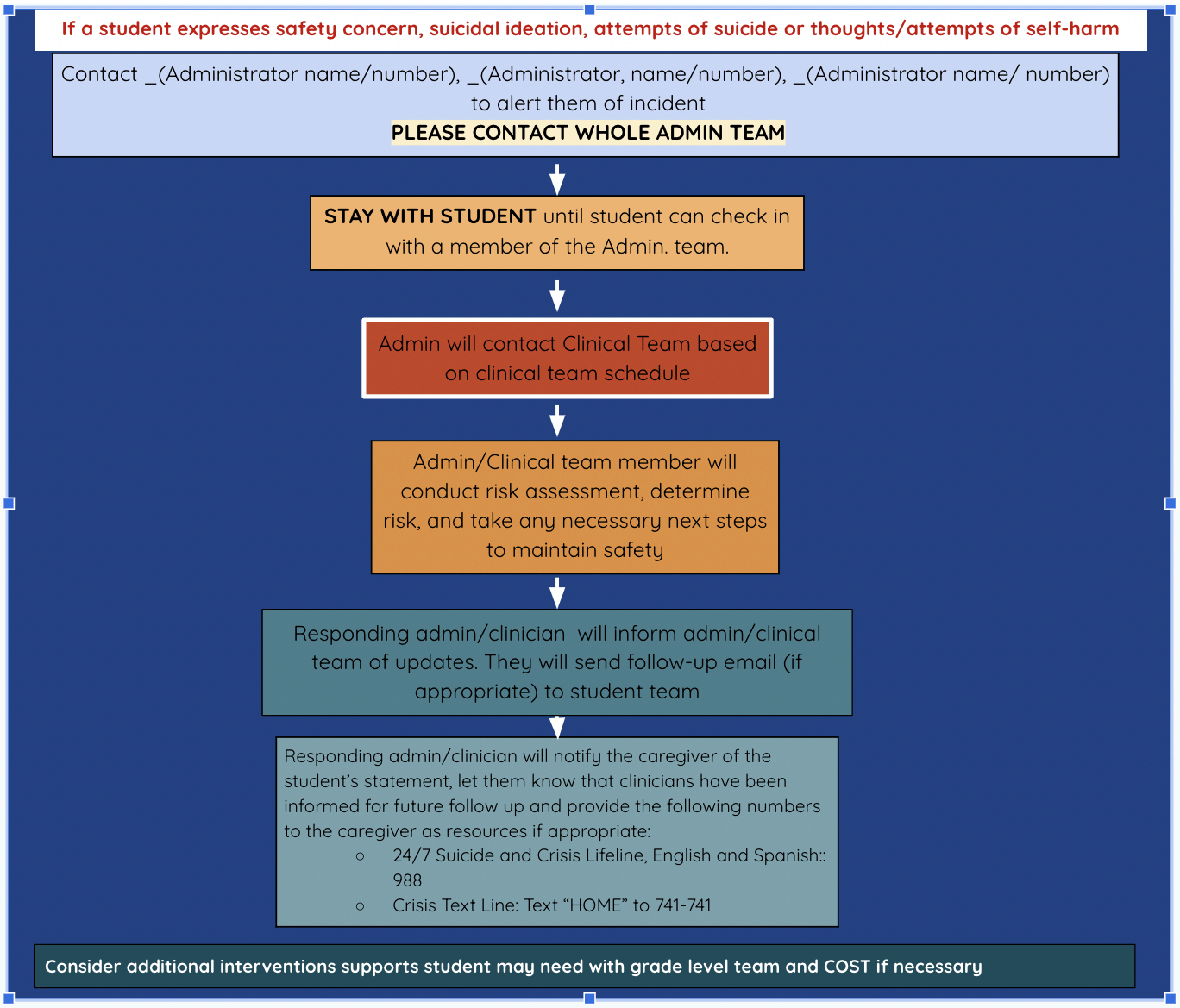
As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.

Suicide Risk

Intervention and Emergency Procedures

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk, follow the flow chart, and review the instructions underneath the flow chart.



1. School staff will continuously supervise the student to ensure their safety.

2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. Admin/clinical team member will complete Suicide Risk Assessment and identify risk level and next steps. The school mental health professional or principal will contact the student's parent or guardian and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. After a referral is made, EFC shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, EFC may contact Child Protective Services.
5. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Suspicious Box Located on Site

B. Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and instead immediately report it to the Principal or administrator.

C. The notified administrator will investigate and if deemed necessary, declare an emergency, initiate a Room Evacuation procedure and call the police.

D. The area where the suspect device is located will be cleared by at least 200 feet.

E. All students and staff are to keep away from the suspect device and allow the police to deal with it.

Utility Failure

Power Outage

In the event of commercial electrical service failure, the following steps must be taken:

- Check to make sure all backup electrical equipment is functioning properly:
  - Alarm Systems
  - Egress illumination
  - Emergency communication system
  - Illumination of exit signs

2. Contact PG&E

   Check the PG&E outage map or call their phone number: **1-800-743-5002 to ask** them how long the service will be out.

   In the case of an emergency (eg. downed power line, a transformer exploded, etc.) call 911 AND the PG&E Emergency Services number: **1-800-743-5000**

3. Notify the Director of Site Operations

   Director of Site Operations Telephone number: **Cell: (510) 282-5687**

4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Chief of Schools) to discuss plans for potential school closure.

5. Notify all Staff regarding the length of the service outage as well as response plans.

Natural Gas Disruption

In the event that a gas pipe or regulator that is servicing the facility develops a leak or rupture, the following steps will be taken:

1. Immediately notify staff and evacuate the building.

2. Call 911 AND the PG&E Emergency Services number: **1-800-743-5000**

3. Notify the Director of Site Operations and the Principal's supervisor (Superintendent or Assistant Superintendent)

4. After the natural gas service is restored, ask PG&E to light all pilot lights and check equipment for proper operation.

Note: NEVER use candles, light matches, or smoke cigarettes when there is a natural gas emergency.

Fire Alarm System Failure

In the event that the fire alarm fails, immediately call the Director of Site Operations and Principal's Supervisor to consult regarding next steps.

HVAC Failure

1. Notify the Site Operations Manager; they take the necessary steps to correct any failures of the HVAC system.

2. If determining the repairs cannot be made in a timely manner or beyond the scope of in-house capabilities, the Site Operations Manager will contract the work out to the appropriate HVAC vendor.

3. Notify teachers/staff and tell them approximately how long this will affect the school.
   Note: In extreme weather conditions portable heat or AC will be set up at the site where the failure has occurred.

4. After repairs are made, notify the teachers/staff.

Water Failure

1. In the event of commercial water service failure, the following steps will be taken:

2. Call the EBMUD Emergency Services number, **1-866-403-2683**, and ask for an estimated time that water service will be restored

3. Notify the Director of Site Operations
   Site Operations Manager Telephone number: **Cell: (510) 282-5687**

4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for potential school closure.

5. Notify all Staff regarding the length of the service outage as well as response plans.

Sewage Back-up

In the event of a sewage back-up, notify the Site Operations Manager immediately.

If it has been determined that the **main** sewer line is broken or rendered unusable, the Site Operations Manager will call the appropriate plumbing contractor to repair/restore service.

In the case of a main sewer line break, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for school closure.

Note: It may be necessary to shut off all water in the facility to keep sewage waste to a minimum. This decision will be made by Principal and Site Operations Manager.

If the area of stoppage has overflowed, the plumbing contractor will pump the effluent into a tank truck and sanitize the effected area.

Triage and Medical Care

The First Aid Team for this site will be coordinated by **the Assistant Principal.** If he/she is not available, the Principal shall designate a staff member to serve as coordinator.

The Principal will inform the First Aid Team Coordinator of the location of all persons requiring medical treatment.

The First Aid Team Coordinator will designate an area for the treatment of casualties. If necessary, a separate area, preferably away from the treatment area will be designated as a morgue.

The closest medical facilities are listed in Appendix A.

The Medical Coordinator will organize the triage and treatment functions to ensure that all casualties are evaluated and treated in an expeditious and appropriate manner.

Search and Rescue

Staff has not received training for search and rescue operations. The Fire Department will conduct search and rescue. The Fire Department Dispatch numbers are located in Appendix A.

Building Security and Reoccupation

After all staff members and others have been evacuated, the Principal will lock the doors of the building to ensure that people do not attempt to re-enter the building unless it is determined safe to do so.

The Principal is responsible for evaluating the safety of the building or coordinating the assistance of outside agencies to evaluate the safety of the building. This evaluation must be performed prior to allowing employees and others back in the building.

Securing of Property:

If the building is not to be re-occupied, the Principal will be responsible for the overall securing of the property.

Emergency Equipment

Administrators and other staff assigned radios shall keep them accessible at all times when they are at school. During an emergency, staff assigned radios shall retain the equipment on their person and active at all times (24 hours per day) until the emergency is over.

Emergency Supplies

Every EFC classroom will be equipped with Emergency backpacks or buckets with the following supplies.

- Bandages (variety of sizes)
- Hydrogen Peroxide
- Premium Rolling Backpack (EP-FLEX4R)
- SOS Emergency Food Ration - 2400 Calorie (x5)
- Mainstay Emergency Drinking Water Pouch - 4.22oz (x30)
- Emergency Attendance Form
- EMR2000 Multi-Function Emergency NOAA Radio
- Emergency Whistle with Carabiner - 125db
- Heavy-Duty Work Gloves - Pair
- Emergency Survival Blanket (x3)
- Plastic Sheeting - 9' x 9'
- Plastic Tarp with Grommets - 5' x 7'
- Hand Sanitizer - Antibacterial - 8oz - 62% Alcohol
- Cleansing Towelettes (Box of 100)
- Nitrile Gloves - Pair (x2)
- First Aid Kit in Small Pouch - 100 Piece
- Clipboard
- Duct Tape

Emergency Inventory List for Container

Each EFC school site will have an Emergency Container equipped with Emergency Supplies in case of school closure due to an emergency.

- 4 Emergency Ration (24) Calories Bars
- 12 Emergency Water Boxes (w/straws)
- 1 Box of Water Purification Tablets (50 ea.)
- 2 Light Sticks – Green (12 hour)
- 5 Emergency Blankets
- 1 AM/FM Radio/Lantern Light Solar & Battery Operated
- 1 Box Waterproof Matches
- 1 Tent
- 5 Emergency Candles
- 1 Pry/Crow Bar (15”)
- 5 Tissue Packs
- 12 Sanitation Bags
- 1 Package of Toilet Chemicals
- 1 5 Gallon Container
- 1 Snap On Toilet Seat
- 1 Pair Work Gloves with Leather Palm
- 2 Pairs Vinyl Gloves
- 5 Dusk Masks
- 1 Whistle with Lanyard
- 1 First Aid Kid
- 1 Duct Tape
- 1 Water Preserver 5 Year Concentrate

Emergency Prevention Schedule

Due to the rapid change of staffing and students at EFC the following will be practiced:

- Fire (Room Evacuation) **Monthly**
- Earthquake/Disaster (Duck, Cover and Hold, and Room Evacuation) **Semi-Annually**

Business Offices and Non-student care areas:

- Fire drill conducted annually
- Disaster Drill conducted annually

Appendix

Emergency Contacts

Education for Change Main Office: (510) 568-7936

On-Call Home Office Administrator Emergency Contact:

	Home Office Name	Cell Number
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Site Specific Emergency Phone Numbers:

[Site Name]

Principal:
Site Operations Manager:
Custodian(s):
Assistant Principal(s):

Emergency First Responder Phone Numbers:
Emergency – (Medical, Police and Fire) **911**
National Crisis & Suicide Hotline: **988**
Alameda County Mobile Crisis Unit (for mental health crises): **(510) 891-5600**
Local Police – **(510) 777-3211** emergency, **(510) 777-3333** non-emergency
Local Fire – **(510) 238-3856**
PG&E Emergency: **1-800-743-5000**
EBMUD Emergency: **1-866-403-2683**

Nearest Hospitals:

Children's Hospital
747 52nd Street,
Oakland, California 94609
(510) 428-3000

Alameda County Medical Center-Highland Hospital
1411 E. 31st St.
Oakland, CA 94602
(510) 437-4800

Kaiser Permanente Oakland Medical Center
280 W. MacArthur Blvd.
Oakland, CA 94611

(510) 752-1000

BOMB THREAT CHECKLIST

Telephone Procedures

Date:	*Time Received:* ○ AM ○ PM	

DATE: / / TIME RECEIVED: : AM/PM CONCLUDED: : AM/PM

2. REMAIN CALM, BE COURTEOUS, LISTEN TO, AND DO NOT INTERRUPT THE CALLER
2. GET ATTENTION OF ANOTHER PERSON - GIVE NOTE SAYING "CALL UC POLICE - BOMB THREAT" **9-911**
- IF YOUR PHONE HAS CALLER ID DISPLAY, RECORD NUMBER OF INCOMING CALL _____
- WRITE DOWN EXACT WORDS OF THE CALLER AND THREAT
- DON'T HANG UP THE PHONE. LEAVE LINE OPEN
- NOTIFY A SUPERVISOR

_____
_____

TRY TO KEEP THE CALLER ON THE PHONE AND TALKING BY ASKING THE FOLLOWING QUESTIONS

1. WHEN WILL IT EXPLODE? AT WHAT TIME?
2. WHERE IS IT LOCATED? WHAT FLOOR? ROOM?
3. WHAT DOES IT LOOK LIKE?
4. WHAT KIND OF BOMB IS IT?
5. WHAT WILL SET IT OFF?
6. WHY ARE YOU DOING THIS?
7. WHO ARE YOU?
8. ARE YOU AWARE THAT IT COULD KILL OR INJURE INNOCENT PEOPLE IN ADDITION TO THOSE YOU INTEND TO HURT? ☐ Yes ☐ No

DESCRIPTION OF CALLER (check all that apply)

Sex: Male ☐ Female ☐ Unknown ☐ Approximate Age_____

Voice	Speech	Language	Behavior	Background Noises
☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals
☐ Loud	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby
☐ Muffled	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds
☐ Nasal	☐ Hesitant	☐ Irrational	☐ Fearful	☐ General Noise
☐ Pitch-High	☐ Lisp	☐ Rational	☐ Laughing	☐ Guns Firing
☐ Pitch-Med	☐ Slow	☐ Slang	☐ Nervous	☐ Gymnasium
☐ Pitch-Low	☐ Slurred	☐ Uneducated	☐ Righteous	☐ Machinery
☐ Pleasant	☐ Stuttered	☐ Unintelligible	☐ Other:	☐ Music
☐ Raspy	☐ If Accented,	☐ If Foreign,		☐ Party
☐ Smooth	Describe:	Describe:		☐ Quiet
☐ Soft				☐ Restaurant
☐ Squeaky				☐ Talking

☐ Unclear				☐ Tavern/Bar
☐ Other				☐ Television

Name Of Person Receiving Call: _____
Phone Number Threat Was Received On: _____
Name Of Possible Suspect: _____

Trapped, Missing, Injured or Deceased Students Report

Instructions: Complete this form immediately following a program evacuation if you have left students in their room or office. Staff should send a runner with two copies to the Principal. Staff should wait for an available staff member to come by and retrieve the copies. Keep one copy for yourself. The Principal retains one copy and forwards one to civil authorities responding to the emergency situation.

Program_____Date_____

Staff name: _____ Room/Office number:_____

Current location of your Class or Office:_____

Number of students left in room or staff in offices:_____

Names (If Possible) of those left behind:

_____
_____
_____
_____

Number apparently dead:____ Number gravely injured:____

Room Checked: Yes No

Number and Names of Injured Removed:____

_____
_____

Number and Names of Deceased Removed: ____

_____
_____

Number and Names of Those Taken to Triage: ____

_____
_____

Appendix F - Data Analysis and Findings

Safe School Plan Data Analysis Component

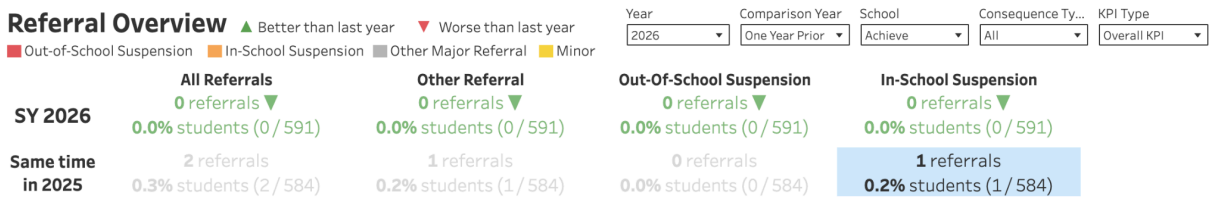
EFC School: Achieve Academy
Completed by: Lawren Keaton, Principal
Date: May 19, 2026

Comprehensive Safe School Plan compliance requirement:
An assessment of the current status of school culture at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included:
• Office Referrals
• Attendance rates/School Attendance Review Board
• Suspension/Expulsion data
• SCAI data

Prompt: Describe the data reviewed and key analysis points, and table of findings pertaining to the current status school culture at the school and at school-related functions. (This should be brief–feel free to cut and paste from last year's site planning notes.)

REQUIRED:

Referral / Suspension Data Snapshot from Tableau (EOY most recent school year)

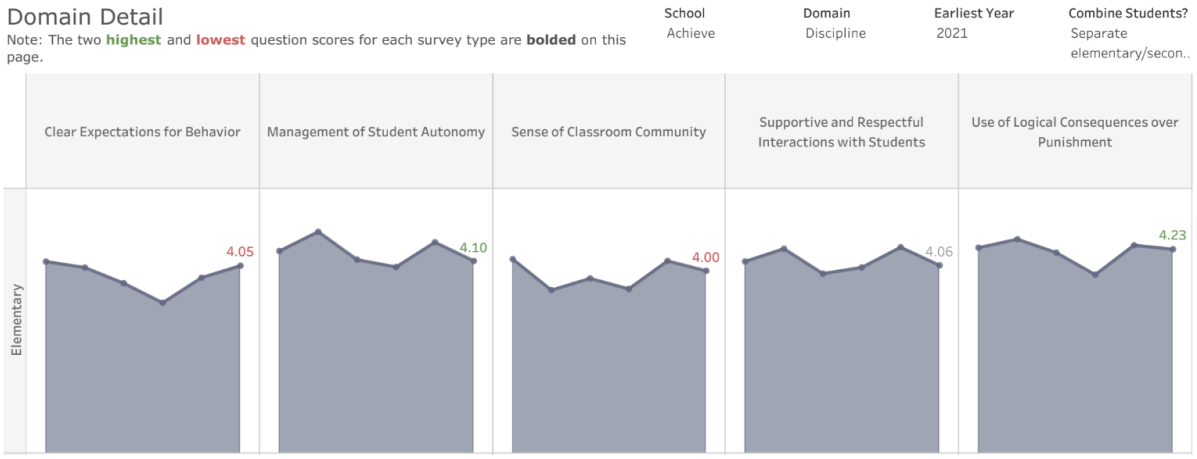


Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) - 3 or 4 sentences

Achieve Academy had zero suspensions during the 2025–2026 school year. Suspension data is documented and monitored through Aeries when exclusionary discipline is recommended in alignment with California Education Code. In analyzing this data, we focused on the effectiveness of our schoolwide systems, including strong Tier 1 positive behavior supports, implementation of SEL curriculum, and restorative approaches to student behavior. The absence of suspensions reflects our commitment to supporting the whole child by prioritizing relationship-building, reflection, and opportunities for students to learn and grow from their actions.

OPTIONAL: CHOOSE 1 OTHER DATA SOURCE:

2nd Data Source for most recent school year, from list above: SCAI Data (Domain: Discipline)



Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) 3 - 4 sentences

The School Climate Assessment Instrument (SCAI) provides schools with insight into how students experience the school environment and is administered annually to students in grades 3–5. For this analysis, I focused on the discipline domain because it closely connects to the previous data point around suspensions and behavior systems. Students reported lower scores in sense of community and clarity of behavioral expectations, while student autonomy and the use of logical consequences over punishment were higher-scoring domains. These results align with our schoolwide restorative approach to addressing undesired behavior while also highlighting areas for growth in strengthening community and consistency of expectations.

REQUIRED: Table of Findings

Finding	**Measures taken / addressed by Safe School Plan**
1. Achieve did not have any suspensions for the 2025-2026 school year.	**1.** Continue implementing and monitoring strong Tier 1 systems, routines, and procedures schoolwide and within classrooms. Prioritize classroom culture during the first eight weeks of school through a "Strong Start" approach and provide targeted support to teachers as needed. **2.** Continue tracking student behavior data, providing Tier 2 supports and interventions, and creating opportunities for students to reflect on their behavior through developmentally appropriate restorative consequences. These practices should help students understand the impact of their actions on themselves, their learning, their families, and the school community.
2. Students feel they receive	**1.** Build daily morning meeting time into the master schedule to

logical consequences over punitive discipline, but desire stronger peer connections and clearer behavioral expectations.	provide students with intentional, structured opportunities to learn regulation strategies, strengthen peer interactions, and build community. This time should be consistently implemented so students experience predictability, routine, and clear expectations each day. *For example, greeting, check in, review agreements or 4 Bs, activity or SEL lesson.* **2.** Continue creating opportunities for students to reflect on their behavior through developmentally appropriate restorative consequences (e.g., restitution, loss of privileges, practice, and reflection). Additionally, share this information with families to support the use of similar strategies at home and strengthen school-home partnerships. **3.** Align on consistent in-class supports at the start of the year and ensure they are clearly connected to our 6 R's behavior ladder. Develop accountability structures to promote consistency across classrooms and ensure students experience predictable expectations and responses schoolwide. ***For example:*** ***Minor:*** *Non-verbal cues, seat changes, verbal reminders, proximity (remind/redirect)* ***Moderate:*** *Take-a-break, loss of free choice time, apology* ***Serious/Persistent:*** *Parent contact, loss of privilege, behavior check in's/ CICO (check in/ check out)*

Appendix G - COVID-19 Operational Parameters and Safety Precautions

Overview

In order to safely operate during the school year, EFC schools need to implement the most current safety guidance to support student and staff well being and decrease potential spread of the coronavirus.

The below precautions are based on the California Department of Public Health Respiratory Viruses Guidance.

Headlines:
In order to minimize cases of on-campus COVID transmission, follow these five key steps:

1. Self-screen for symptoms and exposure at home;
2. Wash/sanitize your hands frequently;
3. Keep the HVAC fan and/or HEPA filter in your room/office running the entire day;
4. Follow the CDC's guidance for preventing the spread of respiratory viruses when you're sick.

Facilities	
Topic	**Precaution**
Ventilation	● MERV 13 filtration/needlepoint bipolar ionization systems are installed in our classroom buildings/spaces with modern HVAC units. Keep the units running throughout the day. ● In spaces without modern HVAC units, run the HEPA filter throughout the day, keep door(s) and window(s) open at all times, and use a fan to circulate fresh air into the room. ● As temperatures and conditions allow, keep windows open in ALL classrooms to increase air flow. Students and staff should wear extra layers to allow this to happen. ● Replace all central HVAC system filters and HEPA filters at the frequency recommended by the manufacturer. ● See this list for information on our ventilation equipment.
Cleaning/hand hygiene supplies	● Schools will ensure adequate supplies to support hand hygiene behaviors, including soap, tissues, no-touch trash cans, and hand sanitizers with at least 60 percent alcohol for staff and children who can safely use hand sanitizer. ● Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.
School Wide Systems	
Topic	**Precaution**
Arrival System	**Arrival Safety Precautions:** ● Students/families and staff are **required to self-screen at home**.
Meals served on campus (Breakfast, lunch, snack)	● Schedule hand-washing or hand-sanitizing process before every meal/snack for kids and staff
Student Attendance	● Students/staff who develop any COVID symptoms shall be tested with a rapid antigen test either at home or at school (depending on where they are when the symptoms develop). ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms are likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue

	from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) and likely related to an infectious respiratory condition, the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have resolved or significantly improved and they have again tested negative for COVID. **If their symptoms are significantly improved but not completely resolved, they should continue to wear a well-fitting KN95 or KF94 mask until their symptoms are resolved.** ○ If the individual tests positive, please follow the "Protocols for Positive Case" guidance in the next section.
Daily preventative routines	● Teach students to wash their hands for at least 20 seconds. ● Increase the number of times sanitizer is used in classrooms/buildings as well. ● Teach and reinforce covering coughs and sneezes with a tissue or one's arm (not hands!) to help keep individuals from getting and spreading infectious diseases, including COVID-19.
General Safety	
PPE requirements	**Masks**: ● **During "mask season"**, well-fitting face coverings are required indoor for students, family members, all school staff, and visitors. The Superintendent shall follow ACPHD recommendations regarding when to establish "mask season" and when to make indoor masks optional, and will notify all staff and families of changes to masking policies as transmission rates rise and fall. ● Note that permissible face masks include: ○ disposable 3-layer surgical masks; ○ KN95 masks; ○ non-valve N95 masks; ○ KF94 masks IMPORTANT NOTE: Valved masks, bandannas, and fleece gaiters do not offer adequate protection and are NOT permitted. Cloth masks may be worn over surgical masks to improve the fit. ● **Fit is important!** The mask should fit snugly against the individual's face. ● Face shields are permissible as a substitute for cloth face coverings for staff and students who are unable to wear them for reasons of age and special needs. Face shields should be worn with cloth draped across the bottom and secured (i.e. tucked into shirt, tied around back of neck). **Face-shields/goggles:** ● Eye-covering (face-shields) will be available to staff members upon request.
Cleaning, disinfecting	**High-touch items:** ● High touch surfaces (eg. door handles, bathroom sink handles, water fountains, copier

	touchscreen, etc.) should be cleaned/sanitized multiple times a day. ● During times of high rates of respiratory illnesses, teachers/tutors/paras should plan on disinfecting high-touch areas in their classrooms, custodials for larger buildings and common areas. ● EFC Custodial Cleaning Instructions
COVID Testing	In accordance with CDPH Testing Framework for K–12 Schools for the 2022–2023 School Year and the accompanying Testing Framework FAQs, **the responsibility for COVID testing has mostly shifted to families**, with free kits provided by the state and federal governments. ● **Surveillance Testing:** The CDPH has determined that it is not strategic for schools to continue with surveillance testing, except for periods when there is a significant COVID surge in the community. This means that **schools** will use the antigen tests primarily to test students and staff when they become symptomatic at school as well as students/staff who were in close contact with a COVID-positive individual at school. As a general rule, all other testing should be conducted in the student/staff member's home. ● **Post-break Testing:** Per CDPH recommendation, all students and staff shall test **at home** prior to returning to school after each major school break (Summer, Thanksgiving, Winter, and Spring). Schools shall distribute free test kits to families to test their student(s) the day before and the morning of the return to school. Home Office staff will send multiple notifications reminding families of this responsibility during the last 5 days of every break. ● **Symptomatic Student Testing:** Students who develop any COVID symptoms **at school** shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.) ● **Unvaccinated Employee Testing:** Note that per the Governor's orders, **all unvaccinated employees must still test weekly** (rapid antigen tests permitted) and submit their proof of a negative test to HR.
Protocols for **students** with symptoms	● **Isolate**: In the case that a student shows signs of the virus during the day, schools will need a designated outdoor space (preferable) or room for students to wait in until they are able to be picked up. ● If using an indoor space, room must be ventilated and adult must be present with proper PPE and social distancing. ● Students who develop any COVID symptoms at school shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.) ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) the individual should

	be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have improved and they have again tested negative for COVID. ● If a student tests positive, review positive case protocols below.
Protocols for **staff** with symptoms	● **Isolate:** In the case that a staff member shows signs of the virus during the day, **the staff member will need to alert their supervisor immediately** (and if applicable secure student supervision), and then depart the campus. ● Staff who develop any COVID symptoms at school shall be tested with a rapid antigen test. ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may continue to work, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to work 24 hours after their symptoms have improved and they have again tested negative for COVID. ● If a staff member tests positive, review positive case protocols below.
Protocols for Positive Case	● **If an individual tests positive, they should follow the ACPHD recommendations in the 2nd tab of our Quarantine and Isolation Guidance.** ● Notify the families of students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their infectious period*. See this folder for individual notification templates in multiple languages; during COVID surges, use periodic group notifications rather then individual notifications (see * below). ● Inform close staff contacts verbally and in writing the same day that you become aware of the exposure **(do not disclose the identity of the individual who tested positive)***; ● Notify all close contacts of the positive case on campus in writing within 24 hours (do not disclose the identity of the individual who tested positive). ***IMPORTANT NOTE: CDPH recommends that in lieu of individual/class exposure notifications, schools should consider providing a general notification to the entire school community during times of elevated community transmission of COVID-19.** Use the "General Surge Notification" templates available in multiple languages in this folder for this purpose. This communication can alert all to the increased potential of being exposed to COVID-19 due to a rise in cases among school and community members, and remind all to monitor for symptoms and get tested.
Protocols for Close Contacts	● In the event that a student or employee has close contact with a positive case, please consult the Quarantine and Isolation Guidance to determine whether the individual needs to quarantine at home; AND ● If the individual exposed to a close contact is a staff member, notify them verbally and in writing the same day that you learn of the exposure.

Protocol for classroom or school outbreaks	• Per CDPH, broad disruptions to in-person learning, such as temporary school or classroom closures, due to COVID-19 should remain a last resort and considered only after all available resources have been exhausted, and **only after conferring with local health officials.** • **No class shall be placed on home quarantine without prior approval from the Superintendent (who shall confer with local health officials in the event of a significant outbreak).**

Appendix H - Board Policies

education for change
PUBLIC SCHOOLS

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

Purpose: To promote learning and protect the safety and well-being of all students

Code of Conduct

The goal of the Education for Change ("EFC" or "Charter School" or "the School") 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 will 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 student/parent handbooks. Every family will receive a new copy of the Parent-Student Handbook annually.

EFC is a charter management organization that operates the following charter schools: Achieve Academy, ASCEND K-8 School, Cox Academy, Latitude 37.8 High School, Lazear Charter Academy, and Learning

without Limits. The following policy on suspension and expulsion shall apply to all of the above- mentioned EFC charter schools, and will be included in all EFC schools' handbooks.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at EFC. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter 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 removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq*. The Charter School 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. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive Response to Intervention model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly, respectfully, and consistently among all students while considering the needs of individual children. School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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[1] are notified in writing upon

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child 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.

enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by EFC for any reason unless the parent/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/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 Charter School 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 enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with 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 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 when it is determined the student:

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

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

XIII. 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.

XIV. 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.

XV. Committed or attempted to commit robbery or extortion.

XVI. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

XVII. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

XVIII. 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.

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

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

XXI. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

XXII. 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.

XXIII. 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.

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

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

XXVI. 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.

XXVII. 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 12, inclusive.

XXVIII. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

XXIX. 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 12, inclusive.

XXX. 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:

- 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.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- 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.

J. "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:

8. A message, text, sound, video, or image.
9. A post on a social network Internet Web site including, but not limited to:
    - 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.
    - 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.
    - 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.
10. An act of cyber sexual bullying.
    - 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.

- 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.

K. 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.

XXXI. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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 (3)(a)-(b).

XXXII. 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 Superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- 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 student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- Brandished a knife at another person.

- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

- 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:

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

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

- 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.

- 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.

- Committed or attempted to commit robbery or extortion.

- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- 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.

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

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

- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

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

- 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.

- 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 12, inclusive.

- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

- 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 12, inclusive.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    4. "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:

- 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.

- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- Causing a reasonable student to experience substantial interference with their academic performance.

- 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.

5. "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:

    - A message, text, sound, video, or image.
    - A post on a social network Internet Web site including, but not limited to:
        - 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.
        - 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.
        - 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.
    - An act of cyber sexual bullying.
        - 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.

- 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.

6. 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.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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 (3)(a)-(b).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.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

9. 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 student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

10. Brandished a knife at another person.

11. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

12. 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 and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or 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 designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 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 return to school for 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 the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. 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 the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will 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 parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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. Homework Assignments During 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 of Directors 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 nor a member of the EFC's Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable

offense, and the Board of Directors shall make the final determination.

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 the Family Educational Rights and Privacy Act "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:

H. The date and place of the expulsion hearing.
I. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
J. A copy of the School's disciplinary rules which relate to the alleged violation.
K. 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.
L. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
M. The right to inspect and obtain copies of all documents to be used at the hearing.
N. The opportunity to confront and question all witnesses who testify at the hearing.
O. 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 that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- 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 (5) 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.

- 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.

- 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.

- 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.

- 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.

- 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 person 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.

- 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.

- 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.

- 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.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the

admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous 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 of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (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:

4. The student's name
5. 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 Charter School 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 of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (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 after 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 of Directors 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 the school environment. The Principal or designee shall make a recommendation to the Board of Directors 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. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. 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 of the discipline of any student with a disability or student that the Charter School 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/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, EFC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

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

D. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, 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, 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:

B. 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

C. 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

D. 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 the Charter School, 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 Plan, then EFC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, 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 Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

C. 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;

D. 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

E. 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:

- 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.

- The parent/guardian has requested an evaluation of the child.

- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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.

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Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Education for Change (the "School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in the School's policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), race or ethnicity (including ancestry, color, ethnic group identification, ethic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), marital status, age, sexual orientation, immigration or citizenship status, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy in a manner that is not deliberately indifferent and take appropriate corrective action, if warranted. The School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621

ladam@efcps.net
510-568-7936

Definitions

Prohibited Unlawful Harassment

● Verbal conduct such as epithets, derogatory jokes or comments or slurs;

● Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;

● Retaliation for reporting or threatening to report harassment;

● Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment Under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the School.

The School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 my be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

● Physical assaults of a sexual nature, such as:

o Rape, sexual battery, molestation or attempts to commit these assaults.

o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

● Unwanted sexual advances, propositions or other sexual comments, such as:

o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

o Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

● Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, 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 pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.

2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, 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 the definition of "bullying," above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:

a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. 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. “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 the definitions of “bullying” and “electronic act” 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in the school’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The School advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

The School informs Charter School employees, students, and parents/guardians of the school’s policies regarding the use of technology in and out of the classroom. The school encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the school and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive

disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The School informs the school employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other school employees who have regular interaction with students.

The School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by the school, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the school's students.

Grievance Procedures

1. Scope of Grievance Procedures

The School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;

b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

c. Submitted to the School's UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621 ladam@efcps.net
510-568-7936

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all

parties or the school's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

· Notice of the Allegations

o Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

§ A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

§ A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

§ A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

§ A statement that the School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

· Emergency Removal

o The School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the School's policies.

o The School may remove a respondent from the School's education program or activity on an emergency basis, in accordance with the School's policies, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

· Informal Resolution

o If a formal complaint of sexual harassment is filed, the School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the School offers such a process, it will do the following:

§ Provide the parties with advance written notice of:

· The allegations;

· The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

· The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

· Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

§ Obtain the parties' advance voluntary, written consent to the informal resolution process.

o The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

· Investigation Process

o The decision-maker will not be the same person(s) as the Coordinator or the investigator. The School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
o Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

· Dismissal of a Formal Complaint of Sexual Harassment

o If the investigation reveals that the alleged harassment did not occur in the School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable the School policy.
o The School may dismiss a formal complaint of sexual harassment if:
§ The complainant provides a written withdrawal of the complaint to the Coordinator;
§ The respondent is no longer employed or enrolled at the School; or
§ The specific circumstances prevent the School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
o If a formal complaint of sexual harassment or any of the claims therein are dismissed, the School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

· Determination of Responsibility

o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
o The School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
§ The allegations in the formal complaint of sexual harassment;
§ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
§ The findings of facts supporting the determination;
§ The conclusions about the application of the School's code of conduct to the facts;

§ The decision and rationale for each allegation;
§ Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies order by the School in response to a formal complaint of sexual harassment.

6. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process.

7. Right of Appeal

Should the reporting individual find the School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of the School's decision or resolution, submit a written appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

· The complainant and the respondent shall have the same appeal rights and the School will implement appeal procedures equally for both parties.
· The School will notify the other party in writing when an appeal is filed.
· The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

8. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The School will maintain the following records for at least seven (7) years:

· Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.

· Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
· Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
· All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
· Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Appendix I - Instructional Continuity Plan

Effective Date: July 1, 2025

1. Introduction

This Instructional Continuity Plan (ICP) outlines Education for Change Public Schools' ("EFCPS") approach to maintaining educational services during emergencies or natural disasters, in compliance with California Education Code Section 32282(a)(3), as amended by Senate Bill 153 (2024). The plan ensures that all students have access to quality instruction and necessary support services during disruptions.

2. Communication Protocol

Within five calendar days following an emergency, EFCPS will implement the following communication strategies to establish two-way engagement with students and families:

- **Communication Channels:** Utilize multiple platforms, including phone calls, emails, SMS, the LEA's website, and social media, to disseminate information.
- **Content of Communication:** Provide updates on the nature of the emergency, its impact on school operations, and available resources for social-emotional, mental health, and academic support.
- **Feedback Mechanism:** Establish dedicated hotlines and online portals to receive inquiries and feedback from families, ensuring concerns are addressed promptly.
- **Accessibility Considerations:** Ensure all communications are accessible to non-English speakers and individuals with disabilities by providing translations and alternative formats as needed.

3. Instructional Access Plan

EFCPS commits to resuming instruction within ten instructional days following an emergency through the following methods:

- **In-Person Instruction:** If facilities are safe and accessible, prioritize the return to face-to-face teaching, implementing necessary safety protocols as guided by local health authorities.

- **Remote Instruction:** When in-person learning is not feasible, transition to remote instruction in alignment with independent study statutes (Education Code sections 51747 and 51749.5). This includes:

    - **Curriculum Delivery:** Utilize online platforms such as Google Classroom, Clever, and Zoom to deliver synchronous and asynchronous lessons.
    - **Progress Monitoring:** Utilize informal checks for understanding, formative assessments, and online platforms such as iReady to monitor student learning progress and screen for the risk of reading difficulties, in accordance with EC Section 53008.

    - **Resource Distribution:** Provide students with necessary materials, including textbooks and digital devices. For those lacking internet access, arrange for printed packets and alternative resources.

    - **Attendance and Engagement:** Monitor student participation through daily check-ins and assignments, maintaining records in accordance with state guidelines.

4. Support Services

To address the holistic needs of students during emergencies, EFCPS will provide:

- **Social-Emotional and Mental Health Support:** Offer counseling services via virtual sessions or in-person meetings when possible. Share resources for external support agencies and maintain regular communication to assess student well-being.

- **Academic Assistance:** Implement virtual tutoring sessions, provide additional office hours, and supply supplementary learning materials to support academic progress.

- **Special Populations Support:** Ensure that students with disabilities, English learners, foster youth, and those experiencing homelessness receive tailored support services, including appropriate accommodations and access to specialized staff.

5. Technology Integration

To facilitate effective remote learning, EFCPS will:

- **Device Provision:** Distribute laptops or tablets to students and staff as needed, ensuring all participants have the necessary tools for online learning.

- **Internet Access:** Provide mobile hotspots or collaborate with community partners to offer internet access to families without connectivity.

- **Technical Support:** Establish a helpdesk to assist with technical issues, offering support via phone and email.

6. Professional Development

EFCPS will offer ongoing training for educators and staff to effectively implement the ICP, focusing on:

- **Remote Teaching Strategies:** Provide workshops on best practices for online instruction, student engagement, and digital classroom management.

- **Technology Proficiency:** Train staff on the use of educational technology tools and platforms to enhance remote teaching and learning experiences.

7. Plan Evaluation and Revision

This ICP will be reviewed and updated annually to incorporate feedback from stakeholders and lessons learned from past implementations. Following implementation during an emergency, EFCPS will assess the plan's effectiveness and make necessary adjustments.

Appendix J - School Overview and Incident Command Team

School Overview

The School's current enrollment is 581 (projection for 2026/27 SY) students in grades TK through 5. The campus consists of the main building, a 2-story building and one portable commonly known in the community as the Hawthorne Campus. Employees on site consist of:

- 8 School-based Leaders
- 4 office support staff
  24 certificated teachers
- 8 classroom tutors
- 20 student support staff
- 3 maintenance and custodial staff

- 2 cafeteria staff
- 15 staff from support organizations (EBAC)
- up to 12 regular volunteers
- 3 Hawthorne Clinic on-site

The master schedule, along with daily attendance, the student and visitor sign-in and out logs are maintained in the main office. Each classroom teacher maintains a daily attendance log for his/her class.

Special Needs Population

The District and School are committed to serving the needs of our students and staff with functional and access needs. The School's current population of students and staff with special needs is 64 students with IEP's (Individualized Educational Programs). This number could increase should students or staff members suffer a temporary disabling condition.

This population includes students and staff with:

- Emerging English proficiency (Spanish)
- Visual disabilities
- Cognitive or emotional disabilities
- Hearing disabilities
- Speech disabilities
- Mobility/physical disabilities (permanent or temporary)
- Medically fragile health (including asthma and severe allergies)

Emergency Preparedness Plan 26-27 – Assigned Staff

Strike Team	Potential Responsibilities

Search & Rescue Team Yu-Ting Chen William Dryver	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers. ▪ ICS Safety Officer may halt any search and rescue operation he/she deems unsafe to conduct.
First Aid Team Mirna Guzman Janet Cerna Nastassia Smith	First Aid Teams provide triage and first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area(s) for students. ▪ Assessing and treating injuries. ▪ Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students and other disaster victims.

Strike Team	Potential Responsibilities

Evacuation/ Shelter/ Care Team Carrie Ruelas Courtney Harris Kalah Johnson	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team Lourdes Ochoa Cristina Silva Carmen Canela	The Facility & Security Response Team is responsible for: ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating Fire/HazMat. ▪ Assessing and notifying officials of Fire/HazMat. ▪ Conducting perimeter control.
Crisis Intervention Team Shana Barchas Clinician – TBH EBAC Clinician	The Crisis Intervention Team is responsible for: ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Student Release Team Janet Cerna Mirna Guzman Teodora Matias	Reunification refers to reuniting students with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

Appendix K - Safe Ingress/Egress Procedures

Procedures for Safe Ingress and Egress

ARRIVAL

- **Morning Program**: Doors open from 8:00 - 8:05 am for students ONLY. Once doors close at 8:05 am they do not reopen again until 8:30 am for families and students.
- **Achieve Academy arrival is from 8:30 AM**. No student may be on campus or waiting outside campus before 8:15 AM as it is not safe.
- To ensure safety the only entrance available is the main entrance on 17th St.
- **Familes dropping off students in cars:**
    - If you plan to walk your student into school, you cannot block other cars or neighbor's driveways on 17th St or 28th Ave. You must pull into an available along the curb on streets in the vicinity to walk your student in.
    - Families may not double park to walk students into school. This blocks traffic and forces students to be late to school. We ask police to patrol the area in the morning and ticket any car that is double-parked.
- **Breakfast** will be served in the cafeteria starting at 8:30 AM. Students who eat breakfast should arrive by [Time] AM to have enough time to eat breakfast before school starts. The cafeteria lunch window closes at 9:00 AM sharp.
- Any student arriving before 8:05 AM must go directly to the cafeteria.
- After students arrive on campus, they are not permitted to leave campus.

- Any student not in the classroom by the 9:05 AM bell is tardy and must get a tardy pass from the office.
- No pets should accompany parents onto campus for dismissal, arrival or any other time they are visiting campus.
-

DISMISSAL

- **Dismissal times**
    - **On regular days (M, Tu, Th, and Fri)**
        - **TK-1st** students are dismissed at 3:30 PM and
        - **2nd-5th** students are dismissed at 3:45 PM
    - **Wednesdays and minimum weeks**
        - **TK-1st** students are dismissed at 1:45 PM and
        - **2nd-5th** students are dismissed at 2:00 PM
- No students will be released from school without a parent signature. If a student is ill, they must be picked up by an approved family member who is 18 years of age or older; they will not be permitted to leave alone. This applies to all students TK - 5th.
- At [Time] PM, if the student hasn't been picked up, the teacher walks students to the front of the office to wait there with dismissal staff.
- Students who are not attending the after school program need to depart campus no later than 10 minutes after dismissal.
- Parents picking up students early from school, must arrive no later than 30 minutes before dismissal time and go to the office to check their student out, and wait for their student there. The only reason a student should leave early is for an appointment, family emergency, or due to illness. Students will not be released prior to a family member arriving and office staff will not walk students out or send them out.
- Students are not allowed to leave alone until 3rd grade.

Late-Pickups

All students who are not in the After School Program (ASP) must be picked up or walk home within 10 minutes of dismissal time. Students who are not picked up within the first 10 minutes of dismissal time are considered to be a late pick-up. Families will be contacted to pick their child up. After three late pick-ups, the administration will schedule a conference with the family of the student to problem-solve regarding pick-up. Chronic failure to pick students up on time will result in additional steps including meeting with administrators and eventual contact of CPS. Students may not wait outside the school without supervision before or after school hours.

Closed Campus

Achieve Academy is a closed campus. Once students arrive at school, they may not leave the campus without parent/guardian ("parent") permission to be dismissed early. Staff should not bring students off campus unless the leave is part of a field trip

Visitors:

- All visitors must report to the office, sign in using the visitor's log, and wear a visitor's ID badge.
- All visitors must sign out in the front office before leaving campus.
- All staff members on campus should direct all visitors to the front office to sign in and receive a visitor's pass.
- Staff planning on having visitors in their classrooms must email the pr
- Any deliveries (lunches, jackets, etc.) to students should be made through the office.
- No pets should accompany parents onto campus for dismissal, arrival or any other time they are visiting campus.
- We expect our parents and families to treat all students and staff members with respect, use appropriate language, and conduct themselves professionally. If this is violated, the ability to be a volunteer or visitor at the school may be revoked.

Appendix L: Procedures for Notifying Teachers of Dangerous Pupils

The school shall use the following procedures to notify teachers of dangerous pupils, pursuant to Education Code 49079:

When Education for Change Public Schools becomes aware that a student has engaged, or is reasonably suspected to have engaged in any act during the previous 3 years that could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, the School shall create a separate and confidential file for the student. The information in the file shall contain written school records maintained in the ordinary course of business or information from a law enforcement agency.

When a student has been assigned to a teacher, the Principal shall provide the teacher with information that a student on that teacher's roster has engaged in or is believed to engage in these acts. The teacher will be asked to review the student's confidential file using EFC's established platforms. Teachers with access to this information will be reminded to keep the information in strict confidence and not to disseminate the information to anyone else, including verbally. This information will also be shared with all certificated personnel with direct supervisorial or disciplinary responsibility over the student, including Education Specialists, classroom teachers, coaches, and counselors].

Appendix M: Student/Family Handbook (Includes Dress Code and Discipline Policies)

SAFE. READY TO LEARN. RESPONSIBLE. KIND.

Achieve Family Handbook 2026/2027

ACHIEVE VISION

THE ACHIEVE COMMUNITY SUPPORTS ALL STUDENTS TO BECOME LIFELONG LEARNERS AND CRITICAL THINKERS WHO ARE PREPARED TO REACH THEIR FULLEST POTENTIAL. ACHIEVE STUDENTS ARE EMPOWERED PARTNERS IN THEIR EDUCATION, ADVOCATES FOR THEIR COMMUNITY, AND CONFIDENT IN THEIR SENSE OF SELF AND THEIR OWN AGENCY.

ACHIEVE MISSION

THE ACHIEVE COMMUNITY FOSTERS A RIGOROUS LEARNING ENVIRONMENT THAT RECOGNIZES THE BRILLIANCE OF EVERY STUDENT BY CREATING INTENTIONAL OPPORTUNITIES FOR GROWTH, DEVELOPING THE WHOLE CHILD, CULTIVATING SOCIO-EMOTIONAL WELLNESS, AND VALUING THE IDENTITIES OF ALL COMMUNITY MEMBERS.

At Achieve We Believe:
At Achieve Academy, we believe in fostering an environment of acceptance and embracing the diverse identities of all our students, staff, and families. We are unwavering in our commitment to celebrate and value all aspects of identities, including culture, race, ethnicity, home language, LGBTQ+ status, gender expression, and ability. At Achieve, we actively encourage our students to appreciate and learn about this diversity, as it broadens their

horizons and nurtures empathy, compassion, and global citizenship. Our dedicated educators are committed to providing an education that not only equips students with academic knowledge but also nurtures their emotional intelligence to become responsible and caring members of society.

At Achieve we invite all families to join us on this journey of inclusivity, equity, and respect. Together, let's build a community where diversity is cherished, where every child feels empowered.

TABLE OF CONTENTS

School Calendar and Schedule Page 2-4	School Operations • Arrival & Dismissal • Morning program	Attendance Expectations • Independent Study • Absences • Tardies • SART/SARB	School Safey and Well-Being • Accidents • Illness • Care and Supervision • Fire, Earthquake and Lockdown Drills
Student Expectations • Behavior • Cell Phones • Cafeteria • Recess • Anti-Bullying Contract • Technology Use	School Discipline and Restorative Process • Achieve Approach to addressing behavior • Consequences • Progressive Discipline	Family Expectations • Conduct • Visitation Procedures • AnSchool to Home Communications-to-Bullying Contract • Address/Phone Number Updates • Community meetings	Communication Between School & Home • Channels of Communication • Addressing Concerns
Health and Medical Accommodations • Student Mental Health Support • IEP/504's • Medications	Students w/ Unique or Exceptional Needs • McKiney -Vento • Requesting an SST • COST Process • Special Education Services	After School Program • Overview • Enrollment • Contact	Family Engagement and Supports Family Leadership • Volunteering • School Events • Family Resource Center

Other School Policies	California and EFC Policies		
• Homework • Home Computers • Lost & Found • Class Assignments • Classroom Celebrations	• Physical copy available in Achieve Main Office • TK Toileting Policy		

Questions? Need Support? Contact the Achieve Office

- Main Office: 8:30-4:30 pm from Monday-Friday
- Main Office Phone Number 510-904-6400
- Report an absence with at text at 510-978-6401

FY27 TK-5 Student Calendar

								Instructional Days
JULY 2026								0
S	M	T	W	TH	F	S		
			0	0	0	4	Independence Day Observed	
5	0	0	0	0	0	11		
12	0	0	0	0	0	18		
19	0	0	0	0	0	25		
26	0	0	0	0	0			
							53	

								Instructional Days
JANUARY 2027								18
S	M	T	W	TH	F	S		
					0	2	Winter Break	
3	0	2	2	1	1	9	SR: Network/Site-Based	
10	1	1	2	1	1	16		
17	0	1	2	1	1	23	MLK Day	
24	1	1	2	1	1	30		
31								

August 2026							16
S	M	T	W	TH	F	S	
						1	
2	0	0	0	0	0	8	Paid Work Days
9	2	2	2	1	1	15	Start of School (2 full days)
16	1	1	2	1	1	22	
23	1	1	2	1	1	29	
30	1						

FEBRUARY 2027								18
S	M	T	W	TH	F	S		
	0	1	2	1	1	6	SR: Network/Site-Based	
7	1	1	2	1	1	13	Spring Conferences	
14	0	1	2	1	1	20	President's Day	
21	1	1	2	1	1	27	End of Marking Period 2	
28								

SEPTEMBER 2026							20
S	M	T	W	TH	F	S	
		1	2	1	1	5	
6	0	1	2	1	1	12	Labor Day
13	1	1	2	1	1	19	
20	0	1	2	1	1	26	SR: Network/Site-Based
27	1	1	2				Fall Conferences

MARCH 2027								21
S	M	T	W	TH	F	S		
	0	0	2	1	1	6	SR: Report Card / Site-Based SR: Network-Based	
7	1	1	2	1	1	13		
14	1	1	2	1	1	20		
21	1	1	2	1	1	27		
28	1	1	2					

OCTOBER 2026							20
S	M	T	W	TH	F	S	
				1	1	3	
4	2	2	2	2	2	10	Fall Conferences
11	0	1	2	1	1	17	Indigenous Peoples' Day
18	1	1	2	1	1	24	
25	0	1	2	1	1	31	SR: Network-Based

NOVEMBER 2026							14
S	M	T	W	TH	F	S	
	1	1	2	1	1	7	
8	1	1	0	1	1	14	End of Marking Period 1 Veterans Day
15	1	1	2	1	1	21	
22	0	0	0	0	0	28	Fall Break
29	0						SR: Report Card / Site-Based

DECEMBER 2026							13
S	M	T	W	TH	F	S	
		0	2	1	1	5	SR: Site-Based
6	1	1	2	1	1	12	
13	2	2	2	2	2	19	Tier 2 Conferences
20	0	0	0	0	0	26	Winter Break
27	0	0	0				Winter Break

APRIL 2027							15
S	M	T	W	TH	F	S	
				1	0	3	Cesar Chavez Day Observed
4	0	0	0	0	0	10	Spring Break
11	0	1	2	1	1	17	SR: Network/Site-Based
18	1	1	2	1	1	24	
25	2	2	2	2	2		Spring Conferences

MAY 2027							20
S	M	T	W	TH	F	S	
						1	
2	1	1	2	1	1	8	
9	1	1	2	1	1	15	
16	1	1	2	1	1	22	
23	1	1	2	1	1	29	End of Marking Period 3
30	0						Memorial Day

JUNE 2027							2
S	M	T	W	TH	F	S	
		2	2	0	0	5	Last Day of School TBD: Disaster make-up day
6	0	0	0	0	0	12	
13	0	0	0	0	0	19	Juneteenth Observed
20	0	0	0	0	0	26	
27	0	0	0				

Important Dates	
August 10, 2026	1st day of School
August 10-August 13, 2025	Minimum Day Schedule
September 7, 2026	No School– Labor Day
September 21, 2026	No School– Staff Work Day
October 5-9, 2026	Minimum Day Schedule– Family Data Meetings (Conferences)
October 12, 2026	No School– Indigenous Peoples Day
October 26, 2026	No School– Staff Work Day
November 11, 2026	No School- Veterans Day
November 23-27, 2026	No School- Fall Break
November 30-December 1, 2026	No School– Staff Work Days
December 14 - 18, 2026	Minimum Day Schedule - Family Data Meetings

December 21, 2026- January 4, 2027	No School– Winter Break
January 5-6, 2027	Minimum Days
January 18, 2027	No School- Martin Luther King Jr. Day
February 1, 2027	No School–Staff Work Day
February 15, 2027	No School- Presidents' Day
March 1-2, 2027	No School– Staff Work Days
April 2-12, 2027	No School–Spring Break
April 26-30, 2027	Minimum Day Schedule - Family Data Meetings
May 31, 2027	No School–Memorial Day
June 2, 2027	Last Day of School

School Day Operations

Instruction starts at 9:00 am for students in ALL grades.

Morning Program:

- Students may be dropped off before school starts at 8:00am.
- School doors open from 8:00 - 8:05. Doors close promptly at 8:05 and students who arrive after 8:05 will not be permitted to enter the building until 8:30.
- Only Students are permitted to enter campus at this time.
- Morning program is supervised by Achieve staff and includes time to eat breakfast, table top activities, and morning calisthenics.

School Arrival:

- Doors open at 8:30 for students and families
- Breakfast is available for all students in the cafeteria at 8:30 (students in the cafeteria only)
- Morning Recess takes place from 8:30-8:55
- Students are not permitted to go to classrooms before 8:55
- Students are expected to be in their classrooms, ready to learn, at 9 am

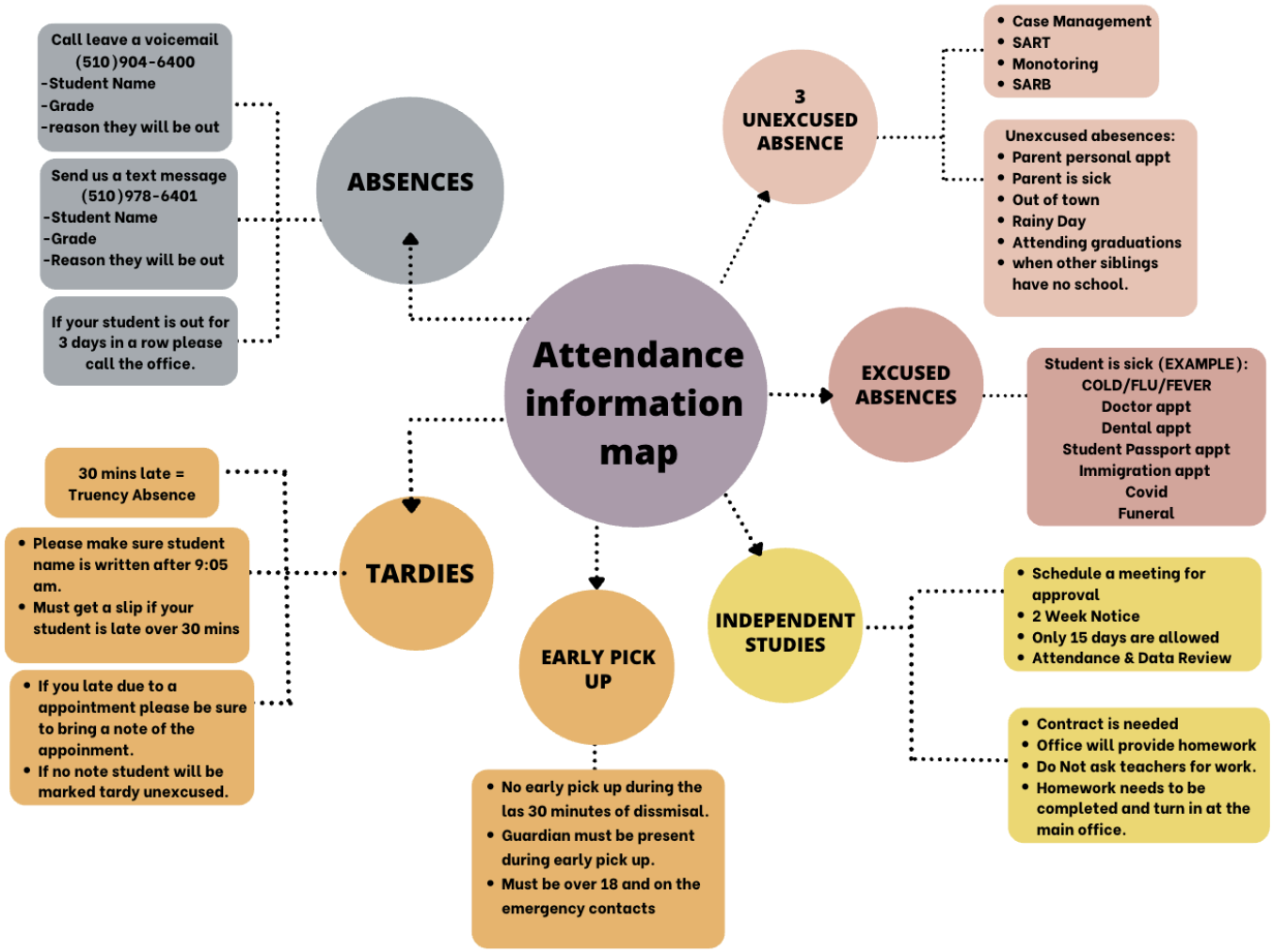
Dropping Off and Picking Students Up From School:

- Families are expected to follow directions from school staff during pick up and dismissal to ensure student safety.
- If you plan on dropping off or picking up your child by car, understand that parking is extremely limited and you will need to wait in a line of traffic
- During arrival (8:00-8:55) and dismissal (3:30-3:45 and 4:00-4:15 and 1:30-2:05 on Mondays and Wednesdays), 17th St. will be a one-way street.
- Double-parking is not allowed and unattended cars will be ticketed.
- Drive no faster than the legal speed (25 mph)
- Unless students waiting for pick up are in the waiting zone in front of the school, cars must keep moving.
- We encourage families to walk to and from school whenever possible
- Use crosswalks when walking across the street.
- Students in all grades TK - 5th are to be picked up from their classrooms.
- Students in grades 3rd-5th can walk to the front to be picked up by an adult or walk home. It is the parents responsibility to establish a pick-up plan with their student and then communicate the plan to the teacher and fill out a form during registration.

Dismissal Times by Grade Level		
	Minimum Days	Regular Days
Tk	1:45 pm	3:30 pm

Kinder 1st grade	pick up at classrooms	pick up at classrooms
2nd grade 3rd grade 4th grade 5th grade	2:00 pm pick up at classrooms	3:45 pm pick up at classrooms

Attendance Expectations
In order to support student academic growth, Achieve students **are expected to be on time to school EVERY** day. Please see the image below for a breakdown of our attendance policy.



Independent Studies

- Independent Studies are granted for a maximum of 15 school days unless the student is hospitalized in which case documentation will be required.
- Office approval is required to initiate an Independent Studies contract, please contact the office at least 2 weeks prior to the student's leave to book an appointment and sign the contract.
- All assignments must be completed and returned to the OFFICE on the first day back in order to receive credit.
- If assignment is late or incomplete the absences will remain unexcused and may result in attendance monitoring.
- For more specific info on attendance, please refer to the **EFC Attendance Policy**.

School Safety and Student Well-Being

Accidents

- If student is injured and requires immediate medical attention (ie: major head injury, broken bone, seizures) 911 will be called and guardian will be contacted
- Minor injuries will be assessed, treated by Achieve staff, and students will return to class.

Illnesses

- If a student has a fever of 100 degrees or more, or comes down with any type of sickness that prevents the student from continuing the school day, the student's family will be called. The student will stay in the main office until someone arrives to pick them up.
- Students are not allowed to bring or take medicine (non-prescription or prescription) to school unless they have a "Physician's Request to Dispense Medicine" form signed by a doctor.
- Prescribed medicine must be turned in to the office and should be labeled with the student's name, medicine name, dosage schedule, doctor's name and contact information, and medicine's expiration date. Achieve staff are not permitted to administer non-prescribed medication to students.

Care and Supervision

- If a student is to be kept after school hours for testing, consequences, or restorative conversations for misbehavior, teachers will let families know 24 hours ahead of time.
- Achieve will only release a student to people listed on the student's Emergency Card unless a guardian gives written permission to the office for someone else to pick the student up (ie: an after school play-date or out of town relative)
- At least four adults supervise every recess.
- Students are never allowed in classrooms or offices without an adult.
- All adult visitors are to identify themselves, be buzzed into the building and are required to sign in to the main office upon arrival.
- All visitors to the school must only use the front door for entrance and exit.

- Adults are never permitted in student restrooms.

Fire, Earthquake and Lockdown Drills

- Safety drills (e.g. earthquake, fire, and lockdown) are practiced every month to prepare students for emergencies.
- If an unsafe situation occurs in the neighborhood or upon police advice, Achieve will secure our campus, following our strict protocol. During a secure campus situation, all students and adults on campus quickly and safely move to the nearest room. School staff will not allow any adult or child to enter or exit the school until it has been determined safe to do so. After every secure campus incident, a message will be sent to families via Parentsquare.

Student Expectations

School Rules and Behavior expectations:

Students are expected to follow directions, be safe with their bodies, respect their environments and keep their spaces clean. This applies to recess, cafeteria, bathrooms, hallways and any other space on campus.

- Achieve students adhere to four foundational school rules:
  - **Be Safe:** Safe bodies. Mindful of words and actions.
  - **Be Ready to Learn:** Prepare, participate and show perseverance.
  - **Be Responsible:** Take care of self, school and community.
  - **Be Kind:** Practice caring, empathy, and service.

Anti-Bullying Policy

- Achieve takes bullying very seriously and makes every effort to prevent it from happening and quickly address it when it does occur. All students and families are expected to commit to Achieve's anti-bullying contract.
- Bullying is repetitive physical, verbal, social, and/or cyber harassment over time, which **intentionally** inflicts injury or discomfort upon another person.

- Hate language is not allowed at school. Hate language consists of words used to belittle/ demean/ minimize/ dehumanize people by ethnicity, race, ability, gender, religious beliefs, first language, gender expression, or sexuality with the intent to cause harm or hurt. We take the use of this language very seriously.
- No teasing, threatening, or intimidating is tolerated and teachers/members of the Leadership team will follow up accordingly
- Families should report any incidents of bullying to their child's teacher and the office as soon as possible so proactive measures can be taken.

Cellphones

- Students are not permitted to use cellphones at any time on campus without permission from an Achieve staff member. If a student is using a cell phone without permission, Achieve staff will confiscate the phone. In classrooms, any cell phones that are heard or seen will be confiscated.

  1st Cellphone Offense: Teacher will hold until end-of-day.
  2nd Cellphone Offense: Parent required to pick up phone
  3rd Cellphone Offense: Teacher will turn into office until Guardian and Administrator meets with family to establish a contract

Student Use of Technology

- As Achieve prepares students with 21st century skills, students regularly interact with technology in their classrooms.
- Students are expected to follow all directions from teachers when using technology (programs, times, purpose).
- Inappropriate use or treatment of technology will result in loss of technology privilege.
- Families can find educational apps to support their students' learning on the **Achieve Launch Page.**

Cafeteria/Healthy Food

- Achieve provides free breakfast or lunch for students, free of charge. If parents prefer to send their children with lunch of their own, we encourage healthy choices with treats and chips in moderation. Energy drinks or caffeinated beverages are not permitted.

- Due to California State Law, parents may not eat or sit in the cafeteria with their child during mealtimes and food may not be taken out of the cafeteria.
- If your child brings their own lunch, have them bring it with them in the morning, in a clearly labeled lunch bag, so class is not interrupted. Lunches cannot be stored in the office or by cafeteria staff.
- Due to capacity, students are not permitted to cook or heat lunches (i.e. cup o' noodles.)
- Due to children's food allergies or dietary restrictions, students are discouraged from sharing food.

To support a healthy learning environment, students are expected to bring nutritious snacks and lunches to school. Junk food items such as chips, candy, soda, energy drinks, and large amounts of sugary snacks are not permitted during the school day. We encourage families to send balanced meals and snacks that help students stay focused, energized, and ready to learn.

If a student is seen with prohibited food items:

- The item may be held by staff until the end of the school day.
- Families may be contacted if the issue becomes repeated.
- Repeated incidents may result in additional school-based consequences, such as a reflection conversation or loss of snack privileges during class activities.

We appreciate families partnering with us to promote healthy habits and a positive school environment for all students.

School Discipline and Restorative Process

School Discipline and Restorative Process

- We believe that all our students are capable of positive behavior and prosocial interactions. When students make poor choices, we believe with support and guidance, they can repair the situation and learn to make better choices.
- Our goal is for the vast majority of behaviors to be mediated in the classroom with the teacher, so that learning time is maximized.

- Achieve staff are extensively trained to support positive student behavior by giving precise directions, building positive relationships, using positive narration, and issuing fair and predictable consequences.
- Teachers are expected to follow the 6 R's to mediate misbehavior and allow students multiple opportunities to self-correct and re-engage in instruction.

6 R's

1. Reminder 
2. Redirect
3. Reset 

4. Referral/Reach Out
5. Reflect  
6. Restore 

Restorative Process

Achieve believes that students belong in class and learn best from opportunities to reflect, problem solve, and repair harm and damage.

Unless a student's action warrants an immediate suspension, students and their families will meet with the Dean of Culture or Assistant Principal to address significant behavior incidents. The team will address the harm caused and its impact, and create an alternative plan of repair to those harmed and the community at large.

Consequence Menu

"You Break It, You Fix It" (Restitution): If a student breaks an item, they fix it; if they make a mess, they clean it; if they hurt feelings, they make a sincere apology.

Loss of Privilege (Temporary): Students lose access to an item or activity they used inappropriately (e.g., losing tablet time for misuse, working alone due to disrupting peers).

"Try It Again" (Practice): If a student runs in the hall, they go back and walk it correctly. If they shout out, they practice raising their hand, sometimes briefly during recess.

Taking a Break (Reflection): Moving to a quiet, designated "reset area" (Thinking Chair) for a short period to calm down and reflect on behavior.

Restorative Actions: Writing a reflection sheet (what I did, why it's not okay, what I will do differently) or a note home to parents.

In Class Supports
Minor: Non-verbal cue, seat change, verbal reminder, proximity (reminder, redirect)
Moderate: Take-a-break, loss of free choice time, apology.
Serious/Persistent: Parent contact, loss of privilege, behavior contract

Consequences and Progressive Discipline

- The following behaviors are considered Zone 3 behaviors and will result in an immediate referral to the Leadership Team and may result in further consequences up to and including expulsion, depending on the severity of the behavior:
  - Possession of Weapons (real or imitation)
  - Possession or use of Drugs/tobacco/ or Illicit substances
  - Recurring Physical Aggression Towards Students and/or Staff
  - Sexual Harassment
  - Bullying on the basis of Race or Identity Markers

For more specific info on suspensions, please refer to **the EFC Suspension/Expulsion Policy.**

Family Expectations

Family Code of Conduct:

While on the Achieve Campus, families are expected to:

- Interact with all students, staff, and community members respectfully
- Address any concerns regarding student and staff directly to the school's office
- Refrain from using profanity or disrespectful language
- Always report to the office to request release of students
- Only use restrooms marked specifically for adults
- Drive safely and responsibly during drop off and dismissal times
- Refrain from double parking in front of the school on 17th or 28th Ave at all times
- State law states that no one on campus can be under the influence or in possession of any controlled substance

Visiting Campus:

- Family visitors are always welcome at Achieve
- All visitors must sign in to the main office, and wear an identification badge while on campus
- Classroom observations need to be scheduled in the Achieve office 2 school days before the desired observation

Field Trip Chaperone Policy:
Achieve Chaperone Policy

Communication Between School and Home

School Messages

- All families should download and frequently check the ParentSquare app for important messages from Achieve
- Achieve will send fliers home, post posters in front of the school and office, and send a ParentSquare in Arabic, Spanish and English to communicate important announcements and events
- Classrooms may not be called or interrupted during instruction except for emergencies. During this time, messages may be left in the office for the teacher.

Problem-Solving and Addressing Family Concern Protocol

1. Share concerns with your child's teacher first by requesting a time to meet with them in writing or on Parentsquare. Work as a partner with the teacher to solve the problem together. Instruction cannot be interrupted to address family concerns. If you are unable to reach a teacher, please leave a message for them in the main office.
2. If your concern is not satisfactorily addressed or if it continues to happen, inform a member of the office team that you would like to share a concern with school leaders.
3. Office team members will document your concern using our internal system and school leaders will be informed via email.
4. The appropriate school leader will reach out to address concerns within 3 school days. Concerns involving safety emergencies will be addressed as quickly as possible to the best of school leaders' abilities.
5. The school leader will put steps in place to address concerns within 3 school days of meeting with families.

6. Agreements and resolutions to concerns will be documented in our internal system for future reference.



Principal of Achieve for 26/27- Principal Keaton will respond to all staff or conduct concerns as necessary.

Students with Unique or Exceptional Needs

McKinney-Vento:

Achieve Academy is committed to providing essential support for students who qualify for McKinney-Vento services, ensuring that their educational needs are met even in the face of housing instability. The school's dedicated staff works closely with these students and their families to eliminate barriers to education. This support may include providing transportation assistance, access to school supplies, and referrals to community resources to address housing and basic needs. Achieve Academy strives to create a safe, inclusive, and nurturing learning environment where all students, including those experiencing homelessness, can thrive academically and socially. Achieve Academy's McKinney Vento representative is Maleni Sanchez, Site Operations, Manager and can be reached through the main office at 510 904 6400.

Protocol for Concerns Regarding Child's Disability and Access to Education

Step 1: Request an SST Meeting

If a family is concerned about their child's social, emotional, or academic progress or if they suspect their child may have a disability that is impeding their access to education, the first step is to request a Student Support Team (SST) meeting. Families can initiate this request through the main office by following the Family Concern protocol . During the SST meeting, parents, teachers, and relevant school staff will come together to discuss the child's concerns and educational needs. This collaborative effort will help identify potential challenges and develop strategies to support the child's learning.

Step 2: Request for Special Education Evaluation

If, following the SST meeting and a 6-8 week cycle of intervention, , a family still has concerns or believes that their child may require special education services due to a suspected disability, they can make a formal, written request for a special education evaluation. This request should be submitted to the school's main office.. The written request should include the date of the request and a clear description of the concerns and reasons for seeking an evaluation.

Step 3: School's Response

Achieve Academy is committed to promptly addressing requests for special education evaluations. The school will acknowledge receipt of the written request within 15 calendar days and communicate to the family whether the student meets criteria for assessment. If a student does meet criteria, families will be asked to consent to a Special Education Evaluation. This process may involve assessments, observations, and gathering relevant information to determine whether the child qualifies for special education services. The school will complete the evaluation within 60 days. After the 60 day evaluation period a meeting will be held with families to share findings, determine eligibility and work collaboratively to develop and IEP to address the child's unique needs.

Achieve Academy is dedicated to providing the necessary support and resources to ensure that every child has equitable access to education, and this protocol is designed to guide families through the steps necessary to address concerns about a child's potential disability and access to educational services.

COST Process:

Achieve Academy's Collaborative Support Team (COST) plays a vital role in identifying and supporting students who may require special education assessments or other interventions and supports. The COST team utilizes a systematic approach, collecting data from teachers and other staff members who closely interact with the student. This comprehensive data collection process helps the team to gain a holistic understanding of the student's strengths, challenges, and specific learning needs. Based on this data-driven approach, the COST team can make informed decisions about whether a student should be referred for a special education assessment or if alternative interventions and supports would be more appropriate. This collaborative and data-centric approach ensures that each student's educational journey is tailored to their unique requirements, fostering an inclusive and supportive learning environment at Achieve Academy.

Achieve After School Program

Achieve After School Program

- Achieve Afterschool Program is run by East Bay Agency for Children (EBAC)

- Achieve Afterschool Program runs every day that school is in session.
    - *Everyday Monday - Friday*
    - *Wednesday: 1:45 pm - 6:00 pm*
    - *Monday, Tuesday, Thursday, Friday: 3:30 pm - 6:00 pm*
- Achieve After School program is available for students who are currently attending Achieve Academy in grades TK-5. Priority is given to students who can commit to attending every day until 6pm
- Spaces are Limited. Spots are filled on a first come first serve basis through a paper or online application. Connect with the program coordinator for the application process. Only 110 spots available. Priority is given to returning families, siblings, students who have been referred to the program based on needs (academic, social-emotional, etc.) and availability of grade level space. Students who do not receive a spot will be placed on a waitlist and enrolled on a first come, first serve basis.
    - TK-Kindergarten spots are limited
- Program is free of charge
- Students receive snacks, literacy activities, homework help/academic support, and a variety of enrichment activities led by the team or partnered programs.
- Students are expected to attend their scheduled joining dates filled out in the application, for early release accommodations please speak to the coordinator or assistant coordinator.
- If your student will be absent, inform the coordinator or assistant coordinator via phone call or text message.
- Students may be dismissed from the program for poor attendance or behavioral infractions that cause harm to others (student or staff), repeated difficulty following directions or maintaining safe and appropriate behavior. Students who have 3 tardy pick ups can result in dismissal of the program.
- For questions or concerns please contact Daicy Perez, EBAC Afterschool Coordinator at daicy.perez@ebac.org /(510)871-1073

Family Engagement Opportunities

Volunteering

- Achieve welcomes volunteers in our office and classrooms.
- Volunteers must sign in at the office before working with students.

- Anyone who volunteers in a classroom or program on a regular basis must sign up as a school volunteer by filling out information in the main office and be **fingerprinted** and have an updated **TB screening**
- Connect with the Family Resource Center with any questions, to learn about what support they provide, and get to know other parents
- Every class will elect 2 parent representatives to attend the Family Leadership Council each month and support the class.

Family Leadership Opportunities

- Parent Champion Meetings are held in the cafeteria the second Wednesday of the month from 9:00 - 10:00 am. This is an opportunity for families to work closely and learn about school wide improvement in the areas of academic outcome, operations and student culture.
- Community Meetings are held the last Wednesday of the month via Zoom at 6:30 pm. The link will be shared through ParentSquare announcements. Community Meetings are an opportunity learn about school wide announcements, upcoming events, data celebrations, and academic progress.

Conferences and Family Meetings

- Family meetings occur during the first two weeks of the school year. It is an opportunity for families and educators to build community, learn about classroom and school expectations, and ask questions.
- Conferences at Achieve have a student led component in grades TK-5th grade
- Parents/guardians and students are expected to attend both conferences in October and February
- Report cards will be picked up from teachers or sent home in December, March, and June

School Wide Events

- Parents/guardians and students are highly encouraged to attend Back to School Night, Literacy Night, Winter Talent Show, Spring Fling, Fall Festival, Book Fair and Learning Showcases.

FRC : Family Resource Center

- Connect with the Family Resource Center with any questions, to learn about what support they provide (food bank, translation, clinic recommendations, etc.), and get to know other parents.

Other School Policies

Class Assignments

- Teacher teams assign students to classes to create a balance of achievement levels, gender, personalities, etc. to promote high learning and collegiality in every class
- Parent requests for teachers cannot always be honored.
- If a parent wishes for their child to have a room change, they must follow the protocol before it is considered
    - 30 day period in original class assignment
    - meeting with principal
    - classroom observation with principal/assistant principal and decision meeting with leadership team

Homework

- All students are expected to read independently or be read to regularly outside of school for at least 20-30 minutes a night, in any language.
- For students in TK-1st grade, a traditional homework packet is optional. Please ask your child's teacher about the homework packet.
- For students in 2nd-5th grade, students can expect 15-30 minutes of homework a night, plus independent reading.

At Home Computers

- If a student needs a computer to do school work at home, please call our office to make an appointment. Our office staff will check our computer tracker to verify they have not been issued a school computer or a Tech Exchange computer. Computer check-out appointments can take between 20-30 minutes. Please plan accordingly and arrive on time.
- Students are expected to abide by the computer care instructions listed on the computer contract.
- Broken computers will be replaced only once at no charge. If a device is broken a second time, there will be a we will not be able to replace it. If broken a third time, we will not be able to replace the computer.

Lost and Found

- Found items will be placed in a bin near the main entrance.

- Students' clothing and personal items should be clearly marked with their name, last name, and room number for easy identification. .
- Students should check their classroom and the playground for lost items.
- Found items that have not been claimed will be donated at the end of each month.

Classroom Celebrations

- Birthday celebrations should be coordinated with teachers and not during lunch times.
- Families must let the teacher know at least two days ahead of time if they want to bring treats.
- Students should bring enough treats for every person in their class.
- Families must provide all materials needed to serve and clean up for the treat, such as napkins or spoons.

Title IX Notice of Nondiscrimination

EFC prohibits sex discrimination including sex-based harassment in any education program or activity that it operates. Individuals may report concerns or questions regarding sex discrimination or harassment to the Title IX Coordinator. The contact information for the Title IX Coordinator, EFC's Title IX notice of nondiscrimination, and additional information regarding your rights under Title IX are available on the EFC website at: https://www.efcps.org/Title_IX_Coordinator_Rights_Notice

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PARENT SQUARE



California and EFC Policies

EFC Complaint Policy

The Education for Change (EFC) Governing Board recognizes that the Charter Management Organization (CMO) is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The CMO shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based upon age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The CMO shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in:

1. Consolidated Categorical Aid Programs
    - School Based Coordinated Programs
    - School Improvement Program
    - Title I Programs – No Child Left Behind Act
    - Program for English Learners
    - Educational Equity
    - Gifted and Talented Education (GATE)
    - State Compensatory Education (SCE)
    - Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)
2. Child Nutrition Programs
3. Special Education Programs.

(Title 5, Section 4621 and 4610)

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO of EFC or designee shall distribute full information about these procedures

Ombudsperson: Larissa Adam, Superintendent of Schools
Contact: 510.568.7936

EDUCATION FOR CHANGE

UNIFORM COMPLAINT POLICY AND PROCEDURES

EDUCATION FOR CHANGE
UNIFORM COMPLAINT POLICY AND PROCEDURES

Revised
9/24/20

Scope
The Education for Change (the "Charter School") policy complies with applicable federal and state laws and regulations. The Charter School is the Local Education Agency (LEA) that shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:
(1) Complaints of discrimination, harassment, intimidation, or bullying against any protected group including actual or perceived, including discrimination, harassment, intimidation, or bullying on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
(2) Complaints of noncompliance or violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, Every Student Succeeds Act / No Child Left Behind,

migrant education programs, career technical and technical education training programs, child care and development programs, child nutrition program, adult education, After School Education and Safety, Agricultural Career Technical Education, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, California Peer Assistance and Review Programs for Teachers, Career Technical Education, Compensatory Education, Course Periods without Educational Content, Economic Impact Aid, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a public school, Migratory Children, and Children of Military Families, Local Control and Accountability Plans (LCAP), Physical Education Instructional Minutes, Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Safety Plans, State Preschool, Tobacco-Use Prevention Education

The Charter School shall investigate and seek to resolve complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by The Charter School. The Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC sections 200, 220 and California Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state.
The Charter School acknowledges and respects every individual's rights to privacy. Complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis.
The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. Complainants are protected from retaliation.

Compliance Officers
The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:
Larissa Adam, Superintendent of Schools
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621
510-568-7936
The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Should the complaint be specific to the CEO, the complaint will be directed to and the investigation will be conducted by the Board Chair.

Notifications
The CEO or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties. The annual notice shall be in English. If fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this notice will also be provided to the parent/guardian of any such students in their primary language. The CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.
The notice
shall:
1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints, including the compliance officer.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
5. Include statements that:
a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
b. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
c. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
d. If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint,

unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
e. An unlawful discrimination, harassment, intimidation, or bullying complaint must be filed not later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying;
f. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 30 days of the date of the Charter School's decision except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements; and
g. The complainant who appeals to the CDE shall receive a written appeal decision with sixty

(60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
h. If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

General Procedures
The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.
All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.
● Step 1: Filing of Complaint
Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this policy.
A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment,

intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying.
All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School Board of Directors approved the LCAP or the annual update was adopted by the Charter School.
The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.
If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.
● Step 2: Mediation
Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.
Before initiating the mediation of a complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.
If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.
The use of mediation shall not extend the Charter School's timelines for investigating and

resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within

the time period that has been specified in a written agreement with the complainant.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:
1. The findings of fact based on evidence gathered.
2. The conclusion(s) providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE and procedures to be followed for initiating such an appeal.
If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Specific Procedures for Particular Complaints
If the Charter School finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families; Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and Physical Education Instructional Minutes (grades one through eight), the Charter School shall provide a remedy. The remedy shall go to the affected pupil in the case of complaints

regarding:
1. Course Periods without Educational Content;
2. Reasonable Accommodations to a Lactating Pupil, and/or
3. Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district, and pupils in military families.
The remedy shall to go all affected pupils and parents/guardians in the case of complaints regarding:
1. Pupil Fees for Educational Activities.
2. Physical Education Instructional Minutes, and/or
3. LCAPS.
Regarding pupil fees and/or an LCAP complaint: A pupil fees complaint may be filed with the principal of a school or the Charter School Compliance Officer. A pupil fees complaint and/or an LCAP complaint may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education finds merit in an appeal, the Charter School will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all affected pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

Appeals to the California Department of Education
If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE

within thirty (30) calendar days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.
Upon notification by the CDE that the complainant has appealed the Charter School's decision, the CEO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.
Civil Law Remedies
A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only
if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

<u>UNIFORM COMPLAINT PROCEDURE FORM</u>

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #_____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:
☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition Services
☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special Education
☐ Adult Education ☐ After School Education and Safety ☐ Agricultural Career Technical Education
☐ Pupil Fees ☐ Physical Education Instructional Minutes ☐ Economic Impact Aid
☐ School Safety Plans ☐ State Preschool ☐ Tobacco-Use Prevention Education
☐ Career Technical Education ☐ Compensatory Education ☐ Course Periods without Educational Content
☐ Economic Impact Aid ☐ Every Student Succeeds Act ☐ Local Control and Accountability Plans (LCAP)
☐ Reasonable Accommodations to a Lactating Pupil ☐ Regional Occupational Centers and Programs
☐ Bilingual Education ☐ California Peer Assistance and Review Programs for Teachers
☐ American Indian Education Centers and Early Childhood Education Program Assessments
☐ Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and
Children of Military Families

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment
described in your complaint, if applicable:
☐ Age ☐ Ethnic Group Identification ☐ Religion
☐ Ancestry ☐ Gender ☐ Sex (Actual or Perceived)
☐ Color ☐ National Origin ☐ Sexual Orientation (Actual or Perceived)
☐ Disability (Mental or Physical) ☐ Race
☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were
present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take
the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ **Date:** _____

Mail complaint and any relevant documents to:
Larissa Adam, Superintendent of Schools
Education for Change
333 Hegenberger Road, Suite 600 Oakland, CA 94621
ladam@efcps.net
510-568-7936
If the complaint is pertaining to the Superintendent of Schools, please send the complaint to the address above directed to the Chair of the Board, Eva Camp.

Board Policy #: 24-0808
Adopted/Ratified: August 15, 2019
Revision Date: August 15, 2019; August 10, 2023; August 8, 2024

Classroom-Based Attendance Policy

It is the intent of the Governing Board ("Board") of the Education for Change Public Schools ("EFC" or the "Charter School") to ensure that students attend school every day on time. Every minute of a child's time at school is important. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Children who are absent for even one day, or who arrive late to school, miss valuable instruction time and can easily fall behind in school. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. When a student is absent from school, it also results in a loss of funding for our schools. As a parent or guardian, you are obligated to send your child to school and plan vacation trips and absences for personal reasons to correspond with school holidays so that the education process is not disrupted.

Definitions

- "*Tardy*": Students shall arrive at school and be in the classroom at the properly scheduled time.
  Students are considered tardy when they arrive after the second bell rings and within the first 30 minutes of class. After the first 30 minutes, the tardy will be recorded as an absence.
  The student MUST pick up an "admit to class" pass from the office before entering class; otherwise, it will be considered an unexcused absence. If your child is arriving late to school for any reason, the parent or guardian must call the office before the student's arrival.

- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

- "*Truant":* A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall likewise be deemed a truant. Such students shall be reported to the Principal or designee.

- "*Habitual Truant*": A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year or any combination thereof.

- "*Chronic Truant*": A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- *"School Attendance Review Team ("SART"):* The SART panel will be composed of the Principal (or designee), SART Coordinator, and other educators supporting the student, when available. The SART panel will discuss the absence

problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and the student's family, and establish a plan to resolve the attendance issue.

1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies should occur.

2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance. The contract will identify commitments from the school, parent/guardian, and the student, and may include one or more of the following:

    i. Parent/guardian to attend school with the child for a specified amount of time
    ii. After school tutoring program
    iii. Pull out counseling during the school day
    iv. Referral to outside and/or family counseling services
    v. Incentives for improved daily / weekly attendance
    vi. Loss of field trip privileges
    vii. Loss of school store privileges
    viii. Loss of school event privileges
    ix. Student retention

3. Notice of actions recommended by the SART panel will be provided in writing to the parent/guardian**.**

- *"School Attendance Review Board ("SARB")"*: The SARB panel is composed of the Principal (or designee), SARB Coordinator, and other educators supporting the student, when available. A student will be referred to the SARB panel if, after two meetings with the SART (see truancy procedures below), truancy continues.

ABSENCES:

Reporting/Clearing an Absence:
When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence in alignment with the following process:

- If your child will be absent, please phone the main office or stop by the main office to notify and give a reason for absence. Alternatively, a parent/guardian or parent representative may provide a signed, written note. This phone call and/or signed note should include the following information:
    - Name of student;
    - Name of parent/guardian or parent representative;
    - Name of verifying employee;
    - Date or dates of absence; and
    - Reason for absence.
- If your child is marked absent and the office has not received a phone call or notice of absence, you will receive a call from the school.
- Absences must be cleared within 3 days following the absence; otherwise, it will be considered an unexcused absence. **When a student has had 6 cumulative absences in the school year for illness verified by the parent/guardian but without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.**

Charter Schools may visit the student's home to verify the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.

Excused Absences:
The following conditions ***shall*** excuse a student from school attendance:

- Personal illness or injury (healthcare provider verification required after 6 total absences for this reason). **A Medical Verification note may <u>also</u> be required by the School Attendance Clerk or Charter School Principal after 3 consecutive days of absence due to illness.**
- Medical Appointments for students (including Medical, dental, optometric, or chiropractic appointments)
    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask about the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
- Quarantine under the direction of local health officials.
- For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

    - To access services from a victim services organization or agency.

    - To access grief support services.

    - To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

  Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- Participation in religious instruction or exercises as follows:
    - The student shall be excused for this purpose on no more than four (4) school day per month.
- Attendance at the student's naturalization ceremony to become a United States Citizen.
- For the purposes of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The Charter School does not require a note from the doctor for this excusal.)
- To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
- Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence.
- Authorized at the discretion of the School Principal, based on the facts of the pupil's circumstances, are deemed to constitute a valid excuse.
- A pupil who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five absences per school year subject to the requirements of Education Code Section 48225.5.

- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A “civic or political event” includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    - A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day per school year.
    - A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
- For the following justifiable personal reasons, for a maximum of five (5) school days per school year, when the pupil’s absence is requested in writing by the parent or guardian and approved by the Principal or designee pursuant to uniform standards established by the Board.
    - An appearance in court
    - Observance of a holiday or ceremony of the pupil’s religion
    - Attendance at religious retreats for no more than one (1) schoolday during a semester
    - Attendance at an employment conference
    - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence

Process for Addressing Truancy and Chronic Absences:

1. Daily attendance monitoring and phone calls are made home for any student who is marked absent or is tardy over 30 minutes.

2. Attendance is monitored by the Student Attendance Review Team (“SART”) Coordinator and Principal weekly to review data and prioritize action steps

3. Upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, the SART Coordinator will call home to the parent/guardian. The SART Coordinator will also send home “**Truancy Letter #1 – Truancy Classification Notice**” notifying the parent/guardian of the student’s “Truant” status and scheduling a SART meeting. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letters, shall be sent by U.S. Mail and email, if an email address is provided. The SART Coordinator will call home to the parent/guardian to confirm receipt of this letter and schedule this meeting with the SART Panel.

4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, and regardless of if the parent/guardian attended the 1st SART meeting, the SART Coordinator will send home “**Truancy Letter #2 – Truancy Classification Notice and Invitation to SART Meeting**” notifying the parent/guardian of the student’s “Truant” status and scheduling a 2nd SART meeting. This letter must be signed by the parent/guardian and returned to the Charter School. This letter, and all subsequent letters, shall be sent by U.S. Mail and email, if an email address is provided. The SART Coordinator will call home to the parent/guardian to confirm receipt of this letter and schedule this meeting with the SART Panel. If the family cannot be reached by phone, email, or mail, a home visit will be conducted by the school.

5. Upon reaching nine (9) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, and regardless of if the parent/guardian attended the 1st SART meeting or 2nd SART meeting, the SART Coordinator will send home “**Truancy Letter #3 – Truancy Classification Notice**” notifying the

parent/guardian of the student's "Truant" status and the "**Referral to School Attendance Review Board (SARB) Notification**" notifying the parent/guardian of a referral to SARB. This letter must be signed by the parent/guardian and returned to the Charter School. The SARB Coordinator will send a SARB Notification letter via email, U.S. Mail, and Certified Mail with return receipt requested. Parent/guardian attendance at the SARB Hearing is mandatory. A written SARB contract will be provided at the conclusion of the hearing.

6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

7. If the student is absent ten (10) or more consecutive school days without a valid excuse and the parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SARB contract (if any), and my be subject to disenrollment in compliance with the Involuntary Removal Process described below. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Referral to Appropriate Agencies or County District Attorney:
It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SARB contract has been developed according to the procedures above, or if the parents fail to attend a required SART or SARB meeting after multiple attempts, the Charter School shall notify the Superintendent, who may refer the matter to the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Independent Study and Home Hospital:

Please contact your Charter School for more information regarding these programs.

Early Dismissal of Students:

- Students leaving before the end of the school day are dismissed through the school office. They are not allowed to wait in front of the building or to enter cars unless accompanied by a parent. These rules are necessary to ensure student safety. <u>You must come to the office to sign your child out</u>.
- Students in grades 7-12, inclusive, may be dismissed before the end of the school day for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Early dismissal will not be granted to any student 30 minutes prior to dismissal time unless a Doctor's note is provided to dismiss the child early.
- We will ask to see the identification of any person we do not know and will not release a child to a babysitter, or friend, or any other person who is not a parent or legal guardian, without prior authorization.

<u>Process for Students Who Are Not in Attendance at the Beginning of the School Year</u>

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused

absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.

4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.

5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) school days before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian, if available, or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth

or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Non-Discrimination:
These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code 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, pregnancy, or association with an individual who has any of the aforementioned characteristics).

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education for change
PUBLIC SCHOOLS

INDEPENDENT STUDY BOARD POLICY

1st amendment 11/1/09
2nd amendment 8/21/14
3rd amendment 1/31/19
4th amendment 8/18/21
5th amendment 5/5/22
6th amendment 8/8/24

The Education for Change ("EFC") governing board ("Board") recognizes its responsibility for the education of all students in their schools. This Board Policy applies to all EFC charter schools (the "Charter Schools")[2]. The Board authorizes the Superintendent of Schools to establish independent

[2] As of the date of this adoption, the Charter Schools operated by EFC include Achieve Academy, ASCEND, COX, Latitude 37.8 High School, Lazear Charter Academy, Learning Without Limits.

study as an optional alternative instructional strategy in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum, and by which all enrolled students may achieve curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom. The primary purpose for independent study is to offer a means of individualizing the educational plan for students whose needs may be met best through study outside the regular classroom setting because study within the regular education setting is challenged by personal circumstances. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The following written policies have been adopted by the Board for implementation at the Charter Schools:

1. Independent Study exceeding 15 school days in one school year shall only be approved under the following circumstances:
    a. When a pupil must quarantine or isolate per the COVID-19 public health requirements established by the Alameda County Department of Public Health other local, state, or federal Department of Public Health Order; or
    b. When a pupil incurs a temporary disability as defined in Education Code 48206.3 if
        i. The student's parent or guardian provides written documentation by a licensed physician of the temporary disability which would prevent the student from attending in-person instruction, and
        ii. The student's parent or guardian and the Charter School agree that the student may receive instruction through independent study instead of receiving the "home and hospital" instruction.

2. For pupils in all grade levels and programs offered by the Charter Schools (TK-12), the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be fifteen (15) school days.

3. For pupils in all grade levels and programs offered by the Charter Schools (TK-12), the maximum length of time that a student may receive instruction through independent study in one school year is 40 school days.

4. The Superintendent of Schools or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete at least 75% of assignments during any period of 15 school days
    b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter Schools' Multi-Tiered System of Supports ("MTSS") which considers ALL of the following indicators:
        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil

achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.

iii. Learning required concepts, as determined by the supervising teacher.

iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

5. The Charter Schools shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter Schools for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

6. The Charter School has adopted tiered reengagement strategies* for all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar, pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

   a. Verification of current contact information for each enrolled pupil;
   b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation;
   c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
   d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

7. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:
   a. For pupils in transitional kindergarten through grade 3, inclusive, Charter School shall to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record. A minimum of 30 minutes of literacy-based direct instruction via Zoom or a similar platform will be provided daily. The remainder of instructional time will be spent in asynchronous learning.

b. For pupils in grades 4-8, inclusive, Charter School shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record. A minimum of 30 minutes of direct instruction via Zoom or a similar platform will be provided weekly. A minimum of 15 minutes daily for the remainder of the days that week will provide for live interaction with a staff member over telephone or via video conference.
c. For pupils in grades 9-12, inclusive, Charter School shall provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record. A minimum of 30 minutes of direct instruction via Zoom or a similar platform will be provided weekly.

8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction* from independent study expeditiously, and, in no case, later than five instructional days:
    a. Upon receipt of the request from the parent/guardian, office staff shall transfer the pupil back to in-person instruction within three school days, provided that the pupil does not need to complete a quarantine or isolation period as a result of a pending or positive COVID-19 test or COVID-19 exposure;
    b. Office staff shall notify the pupil's in-person supervising teacher and the parent/guardian regarding the student's in-person start date no later than the school day following receipt of the request.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:
a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

9. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as

having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

10. The following shall be considered by the Charter Schools and parents and students when choosing independent study as an educational option:
    a. No student shall be required to participate in independent study. All students shall have the alternative of classroom instruction.
    b. An individual with exceptional needs as defined in Education Code 56026 may participate in independent study if their individualized education program (IEP) specifically provides for that participation.
    c. EFC shall provide appropriate existing services and resources to enable students to complete their independent study successfully.
    d. Pupils at the elementary level who request independent study, together with their parents or guardians, should recognize that independent study at the elementary level must emphasize a commitment on the part of the pupil's parent(s) or guardian. At the secondary level, the student must be assisted or supported, as necessary, by parents and others who may help directly with instruction.
    e. The Superintendent of Schools shall establish appropriate screening procedures to ensure that the necessary levels of understanding and preparation exist to meet the conditions of the independent study agreement before its approval by the designated certificated representative of the Education for Change schools.

11. The Superintendent of Schools or designee shall report to the Board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality as the board may specify; and the number of proportion of students by typical categories that successfully complete their studies.

12. The Charter Schools shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

13. The Superintendent of Schools may establish regulations to implement these policies in accordance with the law. A copy of these policies shall be maintained on file, amended and approved as necessary by the Education for Change Board of Directors.

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education for **change**

PUBLIC SCHOOLS

Rev 04.12.18
Rev 01.12.23
Rev 08.08.24

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

Purpose: To promote learning and protect the safety and well-being of all students

Code of Conduct

The goal of the Education for Change ("EFC" or "Charter School" or "the School") 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 will 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 student/parent handbooks. Every family will receive a new copy of the Parent-Student Handbook annually.

EFC is a charter management organization that operates the following charter schools: Achieve Academy, ASCEND K-8 School, Cox Academy, Latitude 37.8 High School, Lazear Charter Academy,

and Learning without Limits. The following policy on suspension and expulsion shall apply to all of the above- mentioned EFC charter schools, and will be included in all EFC schools' handbooks.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at EFC. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter 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 removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School 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. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive Response to Intervention model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly, respectfully, and consistently among all students while considering the needs of individual children. School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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[3] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by EFC for any reason unless the parent/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/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 Charter School 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 enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with 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

[3] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child 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.

A student may be suspended or expelled for prohibited misconduct if the act is 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 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 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 preinitiation 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 12, 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 provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. 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.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(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.

iii. 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.

3) 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 Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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 (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 Superintendent 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 student 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 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 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 preinitiation 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 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. 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.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (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.

   iii. 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.

3) 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 Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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 (3)(a)-(b).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.

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 student 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 and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or 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 designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 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 return to school for 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 the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. 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 the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5)

consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will 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 parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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. Homework Assignments During 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 of Directors 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 nor a member of the EFC's Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 the Family Educational Rights and Privacy Act "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 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 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 that shall be examined only by the Charter School or the hearing officer. 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 (5) 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 person 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any

purpose.

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 of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous 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 of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (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 Charter School 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 of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (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 after 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 of Directors 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 the school environment. The Principal or designee shall make a recommendation to the Board of Directors 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. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. 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 of the discipline of any student with a disability or student that the Charter School 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/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, EFC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the 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 the Charter School, 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, 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 the Charter School, 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 Plan, then EFC may apply the relevant disciplinary procedures to children with disabilities in the same

manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, 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 Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

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

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EFC-Wide TK Toileting Policy:

All age-eligible children are welcome in our TK classrooms regardless of their toileting status. We know children will need different levels of support, depending on how far along they are toward full toileting independence. For example, some children may still need direct toileting support, such as assistance in the restroom or changing a pull-up, while other children will need assistance with the occasional accident (for example, changing soiled clothing and putting clean clothing on), and some children will need assistance or additional instruction in wiping or cleaning themselves or handwashing. We will take the following steps to connect with families to support toileting needs:

(1) A Toilet Progress Survey will be provided to all TK families to help the school understand your child's current toileting abilities. In this questionnaire, you can expect to discuss:

Your child's current toileting skill level
Toileting routines at home and how they may translate to the school environment
Resources to support toilet learning, as well as how to handle a toileting regression

Additionally, TK families will have the opportunity to see the classroom and meet the team. As needed, families and school staff can arrange to meet to create individualized toileting plans if the universal supports indicated below do not suffice.

(2) Typical Bathroom Supports: We believe in encouraging toileting independence. In support of that goal, we provide all TK students with the following:

Reminders to listen to their body to determine if they need to use the restroom and scheduling regular bathroom breaks
A welcoming bathroom environment (clean, well stocked with supplies, visual reminders as appropriate)
Explicit teaching of in-class toileting practices, including learning how to ask to go to the bathroom, how to go to and from the bathroom independently, how to flush the toilet, hand-washing practices, etc.

(3) We understand it is important to ensure all children remain clean throughout the day and are assisted, as needed. Our first step is to ensure all TK students have access to extra clean clothes, provided by their household, in the event of an accident. Student surveys will include a request for an extra set of clean clothes to be sent to school. When an accident occurs, staff will support students to ensure they have the means to access clean clothes in a timely manner. Schools will have additional clothing on hand in the event that personal clothes are not available.

Trained staff will support TK children with toileting needs only as necessary using the least amount of adult intervention. Such interventions may include: verbal support with changing clothes from behind a stall door, verbal support and visual support with changing clothes with the door open, minimal support with changing clothes (holding pants or underwear as a child steps in, buckles or tie support; elastic waistbands are highly encouraged), arranging the front and the back of clothing, verbal

support with cleaning, and other minimal support with cleaning (handing wipes and visually supporting how to clean oneself by walking a student through the process).
Anytime toileting support is required, at least two trained staff members must be present, whenever possible.
Soiled clothing will be sent home with a note to families at the end of the day. In the event of a stool accident, depending on the severity, the child will be provided with a set of clean clothing, and the soiled clothing may be discarded.
Individual toileting plans for children with high toileting needs who do not have toileting in their IEP or 504 plan will be developed in coordination with families and school staff. Please reach out to your classroom teacher or front office if this would be supportive for your family.
If a student has an IEP or 504 plan, and toileting is related to their disability, the IEP/504 team will discuss and determine appropriate supports and accommodations, which may include physical support with cleaning.

Please note:
Children will not be sent home, suspended, disenrolled, or encouraged to disenroll due to toileting accidents, but rather schools will partner with families to create toileting plans for children on the road to toileting independence.
For children with medical or physical needs who receive toileting support through a 504 Plan or Individualized Education Plan (IEP), supports and services are determined by the 504 or IEP team.

Appendix N - Child Abuse Reporting and Prevention Procedures

Reporting Policies and Procedures

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Alameda County Social Services Agency. *Information on Child Abuse and the Suspected Child Abuse reporting form can be found in this folder*.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to Alameda County Social Services at 510-259-1800, available 24 hours a day, 7 days a week, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Cde section 11166.05.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to the Alameda County Social Services Agency. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

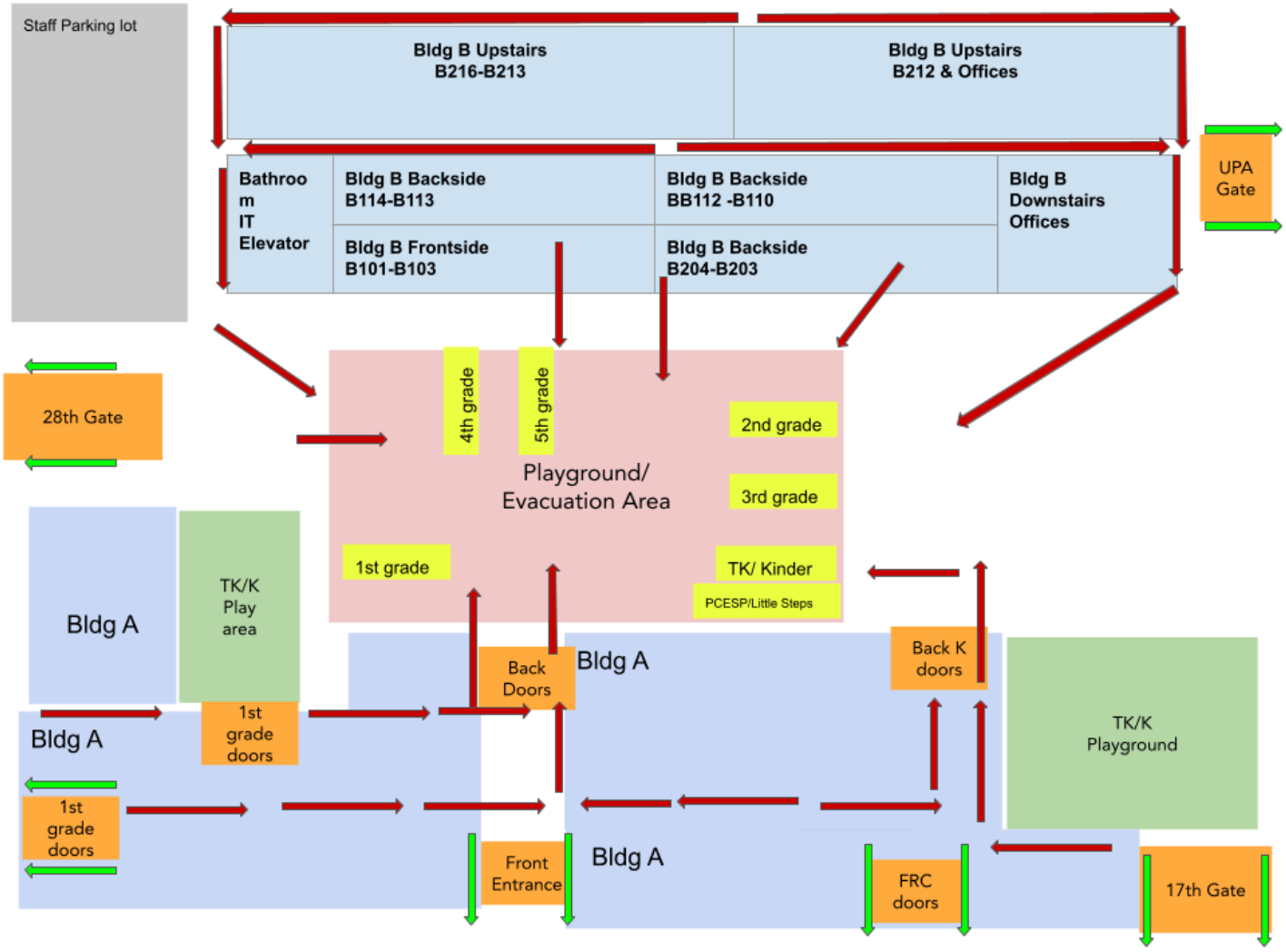
In addition to strict compliance with the reporting policy above, EFC shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

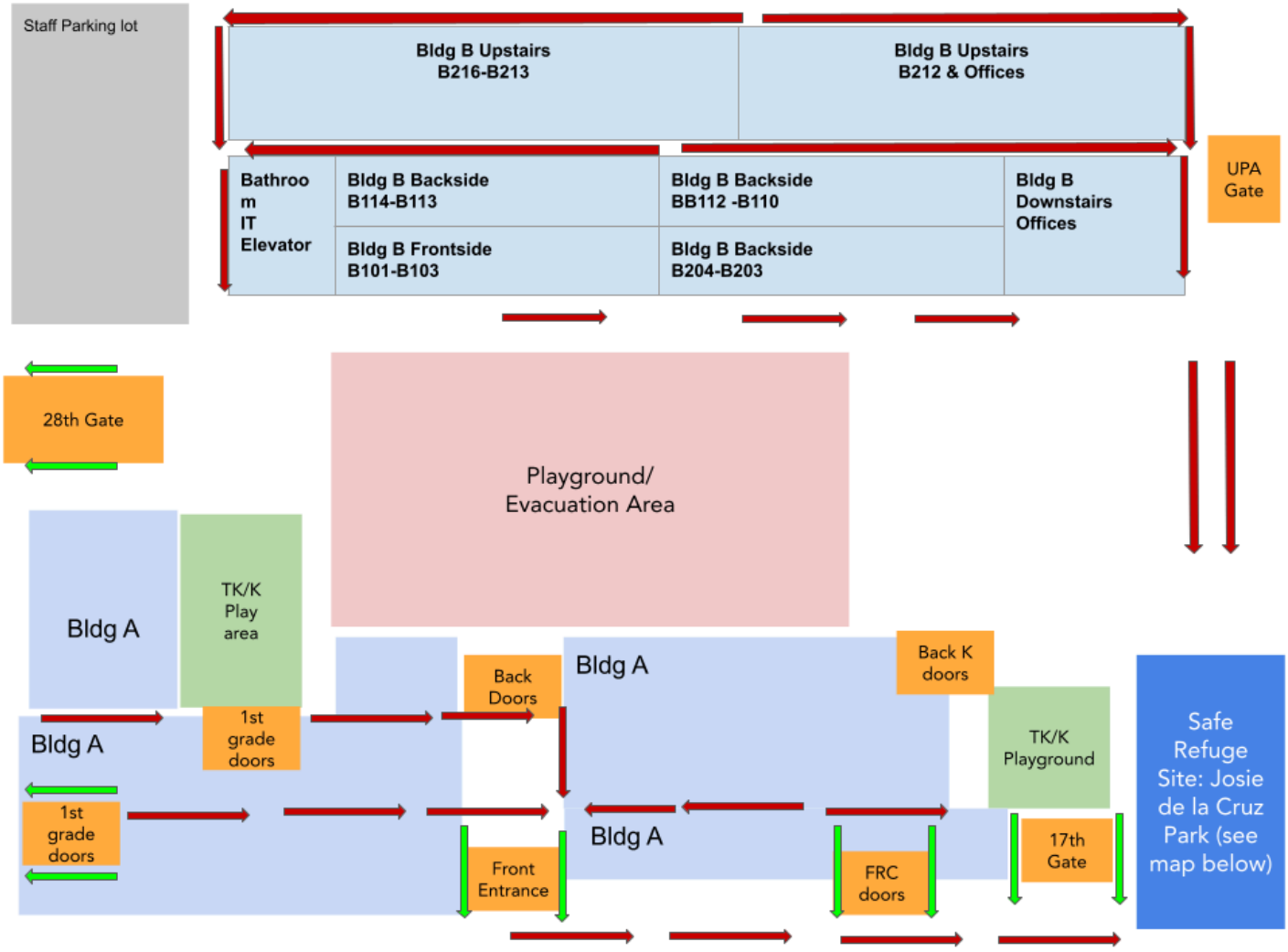
Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible, unless the adult has explicit written permission from the supervisor or parent/guardian.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Professional Communications	All communications with students must be school-related and professional, and should occur through School-provided or School-approved platforms whenever available.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	Staff members shall only provide students with a ride to/from School activities, and must first secure written parent/guardian AND supervisor permission.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present, except in situations where a student's IEP documents alternate procedures, as outlined in EFC's Toileting Support Policy.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable Live Scan fingerprint and background check requirements for employees, contractors, and volunteers.

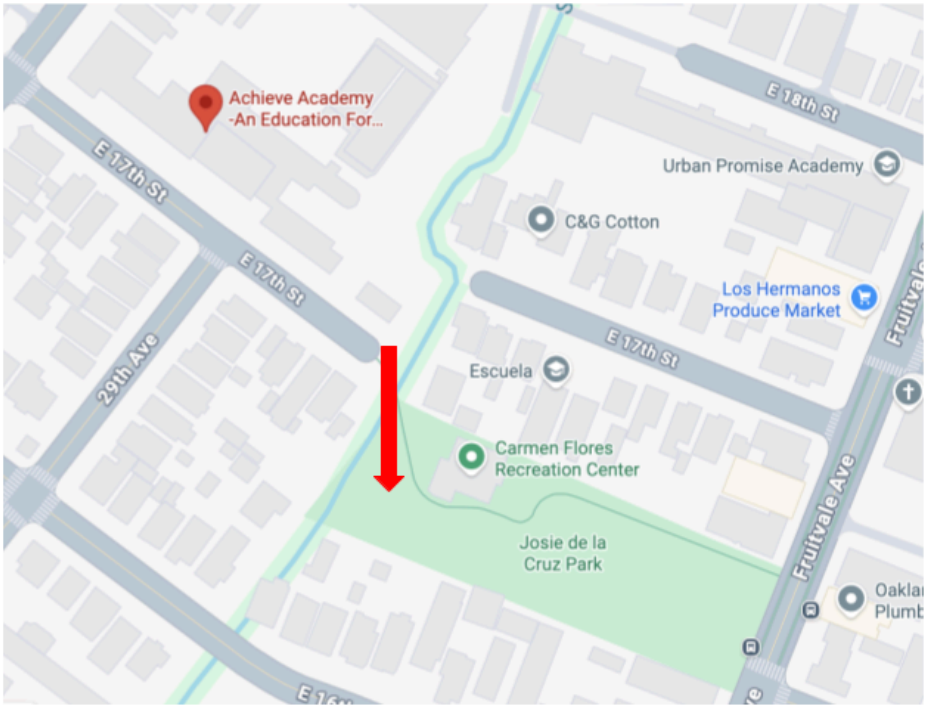
Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in EFC's Staff/Student Interaction and Mandated Reporting Policy, Visitor Policy, Volunteer Policy, and the EFC Employee Handbook.

[Appendix O: Safe Refuge Off Campus Evacuation shelter]


Staff Parking lot
Bldg B Upstairs
B216-B213
Bldg B Upstairs
B212 & Offices
Bathroo
m
IT
Elevator
Bldg B Backside
B114-B113
Bldg B Frontside
B101-B103
Bldg B Backside
BB112 -B110
Bldg B Backside
B204-B203
Bldg B
Downstairs
Offices
UPA
Gate
28th Gate
4th grade
5th grade
2nd grade
Playground/
Evacuation Area
3rd grade
1st grade
TK/ Kinder
PCESP/Little Steps
Bldg A
TK/K
Play
area
Back
Doors
Bldg A
Back K
doors
TK/K
Playground
Bldg A
1st
grade
doors
1st
grade
doors
Front
Entrance
Bldg A
FRC
doors
17th Gate


Staff Parking lot
Bldg B Upstairs
B216-B213
Bldg B Upstairs
B212 & Offices
Bathroo
m
IT
Elevator
Bldg B Backside
B114-B113
Bldg B Frontside
B101-B103
Bldg B Backside
BB112 -B110
Bldg B Backside
B204-B203
Bldg B
Downstairs
Offices
UPA
Gate
28th Gate
Playground/
Evacuation Area
Bldg A
TK/K
Play
area
1st
grade
doors
Bldg A
1st
grade
doors
Back
Doors
Bldg A
Front
Entrance
Bldg A
Back K
doors
TK/K
Playground
17th
Gate
FRC
doors
Safe
Refuge
Site: Josie
de la Cruz
Park (see
map below)

Achieve Academy Off-campus Evacuation Safe Refuge Location: Josie de la Cruz Park



Evacuation procedures:

Building A Evacuation Plan

- Calmly exit the building through the Main Doors, FRC Door, or 28th Avenue Perimeter Doors.
- Proceed to the Safe Refuge Location located at the far end of 17th St.
- Remain with your group and stay alert to your surroundings while traveling.
- Upon arrival, assemble on the open soccer field and wait for further instructions.

Building B Evacuation Plan

- Calmly exit the building through the nearest designated exit.
- Classes on the second floor should walk calmly down the nearest staircase in a single-file line.
- Exit campus through the Fire Lane Gate near the TK yard.
- Turn left and proceed directly to the Safe Refuge Location.
- Remain with your group and stay alert to your surroundings while traveling.
- Upon arrival, assemble on the open soccer field and wait for further instructions.

Achieve Academy

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2026/27			FY 2027/28			FY 2028/29		
		Unrestricted	Restricted	FY 2026/27 Total	Unrestricted	Restricted	FY 2027/28 Total	Unrestricted	Restricted	FY 2028/29 Total
A. REVENUES										
1. LCFF Revenue										
State Aid - Current Year	8011	5,618,681.00	0.00	5,618,681.00	5,838,225.00	0.00	5,838,225.00	6,027,731.00	0.00	6,027,731.00
Education Protection Account	8012	1,531,761.00	0.00	1,531,761.00	1,577,033.00	0.00	1,577,033.00	1,614,855.00	0.00	1,614,855.00
State Aid - Prior Year	8019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
In Lieu of Property Taxes	8096	2,263,442.00	0.00	2,263,442.00	2,263,442.00	0.00	2,263,442.00	2,263,442.00	0.00	2,263,442.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		9,413,884.00	0.00	9,413,884.00	9,678,700.00	0.00	9,678,700.00	9,906,028.00	0.00	9,906,028.00
2. Federal Revenue										
Every Student Succeeds Act (Titles I - V)	8290	0.00	333,895.00	333,895.00	0.00	333,895.00	333,895.00	0.00	333,895.00	333,895.00
Special Education - Federal	8181, 8182	0.00	79,889.20	79,889.20	0.00	80,976.00	80,976.00	0.00	80,706.00	80,706.00
Child Nutrition - Federal	8220	0.00	300,737.19	300,737.19	0.00	300,737.19	300,737.19	0.00	300,737.19	300,737.19
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	714,521.39	714,521.39	0.00	715,608.19	715,608.19	0.00	715,338.19	715,338.19
3. Other State Revenue										
Special Education - State	StateRevSE	0.00	50,192.14	50,192.14	0.00	51,676.74	51,676.74	0.00	52,916.61	52,916.61
All Other State Revenues	StateRevAO	121,541.70	2,564,358.91	2,685,900.61	125,133.41	2,164,264.00	2,289,397.41	128,135.71	1,810,054.17	1,938,189.88
Total, Other State Revenues		121,541.70	2,614,551.05	2,736,092.75	125,133.41	2,215,940.74	2,341,074.15	128,135.71	1,862,970.78	1,991,106.49
4. Other Local Revenue										
All Other Local Revenues	LocalRevAO	0.00	972,764.82	972,764.82	0.00	994,878.77	994,878.77	0.00	1,013,363.97	1,013,363.97
Total, Local Revenues		0.00	972,764.82	972,764.82	0.00	994,878.77	994,878.77	0.00	1,013,363.97	1,013,363.97
5. TOTAL REVENUES		9,535,425.70	4,301,837.26	13,837,262.96	9,803,833.41	3,926,427.70	13,730,261.11	10,034,163.71	3,591,672.94	13,625,836.65
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	2,572,352.00	439,306.00	3,011,658.00	2,632,923.69	451,555.17	3,084,478.86	2,646,457.64	463,392.25	3,109,849.89
Certificated Pupil Support Salaries	1200	0.00	346,270.80	346,270.80	0.00	355,925.87	355,925.87	0.00	365,256.12	365,256.12
Certificated Supervisors' and Administrators' Salaries	1300	400,258.00	374,051.00	774,309.00	411,418.39	384,480.66	795,899.05	422,203.33	258,188.13	680,391.46
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,972,610.00	1,159,627.80	4,132,237.80	3,044,342.08	1,191,961.70	4,236,303.78	3,068,660.97	1,086,836.50	4,155,497.47
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	296,506.84	763,485.36	1,059,992.20	304,774.34	784,773.62	1,089,547.96	228,846.53	703,618.76	932,465.29
Non-certificated Support Salaries	2200	663,988.18	260,674.25	924,662.43	681,526.26	213,047.40	894,573.66	693,474.32	216,010.83	909,485.15
Non-certificated Supervisors' and Administrators' Sal.	2300	103,393.00	103,742.00	207,135.00	106,275.91	14,588.74	120,864.65	109,061.83	14,971.17	124,033.00
Clerical and Office Salaries	2400	59,437.44	70,557.96	129,995.40	61,094.73	14,588.74	75,683.47	62,696.27	14,971.17	77,667.44
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		1,123,325.46	1,198,459.57	2,321,785.03	1,153,671.24	1,026,998.50	2,180,669.74	1,094,078.95	949,571.93	2,043,650.88

Description	Object Code	FY 2026/27			FY 2027/28			FY 2028/29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	FY 2027/28 Total	Unrestricted	Restricted	FY 2028/29 Total
3. Employee Benefits										
STRS	3101-3102	502,692.90	213,349.44	716,042.34	517,479.87	219,305.34	736,785.21	531,045.10	199,007.29	730,052.39
PERS	3201-3202	250,330.13	268,788.14	519,118.27	282,390.16	260,164.95	542,555.11	258,326.36	231,671.73	489,998.09
OASDI / Medicare / Alternative	3301-3302	115,498.50	94,806.22	210,304.72	119,892.76	90,912.34	210,805.10	116,615.97	83,536.02	200,151.99
Health and Welfare Benefits	3401-3402	469,767.36	329,089.22	798,856.58	493,255.73	315,504.79	808,760.52	510,640.29	306,548.34	817,188.63
Unemployment Insurance	3501-3502	11,492.25	6,800.64	18,292.89	11,492.25	6,107.64	17,599.89	11,073.56	5,457.95	16,531.51
Workers' Compensation Insurance	3601-3602	52,770.45	0.00	52,770.45	54,881.27	0.00	54,881.27	57,076.52	0.00	57,076.52
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,402,551.59	912,833.66	2,315,385.25	1,479,392.04	891,995.06	2,371,387.10	1,484,777.80	826,221.33	2,310,999.13
4. Books & Supplies										
Approved Textbooks and Core Curricula Materials	4100	20,000.00	0.00	20,000.00	20,400.00	0.00	20,400.00	20,808.00	0.00	20,808.00
Books and Other Reference Materials	4200	78,992.48	0.00	78,992.48	80,572.33	0.00	80,572.33	82,183.77	0.00	82,183.77
Materials and Supplies	4300	140,000.00	0.00	140,000.00	142,800.00	0.00	142,800.00	145,656.00	0.00	145,656.00
Noncapitalized Equipment	4400	9,669.84	74,240.16	83,910.00	9,863.24	75,724.96	85,588.20	10,060.50	77,239.46	87,299.96
Food	4700	35,695.98	300,737.19	336,433.17	36,409.89	300,737.19	337,147.08	37,138.09	300,737.19	337,875.28
Total, Books and Supplies		284,358.30	374,977.35	659,335.65	290,045.46	376,462.15	666,507.61	295,846.36	377,976.65	673,823.01
5. Services & Other Operating Expenditures										
Subagreements for Services	5100	132,763.16	161,449.34	294,212.50	138,073.69	167,907.31	305,981.00	143,596.63	174,623.61	318,220.24
Travel and Conferences	5200	10,000.00	0.00	10,000.00	10,200.00	0.00	10,200.00	10,404.00	0.00	10,404.00
Dues and Memberships	5300	36,269.92	0.00	36,269.92	36,995.32	0.00	36,995.32	37,735.23	0.00	37,735.23
Insurance	5400	40,200.00	19,800.00	60,000.00	41,808.00	20,592.00	62,400.00	43,480.32	21,415.68	64,896.00

Achieve Academy

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	FY 2027/28 Unrestricted	FY 2027/28 Restricted	FY 2027/28 Total	FY 2028/29 Unrestricted	FY 2028/29 Restricted	FY 2028/29 Total
Operations and Housekeeping Services	5500	140,350.00	67,650.00	208,000.00	143,157.00	69,003.00	212,160.00	146,020.14	70,383.06	216,403.20
Rentals, Leases, Repairs, and Noncap. Improvements	5600	143,980.46	53,676.94	197,657.40	145,932.99	54,293.86	200,226.85	147,924.58	54,923.12	202,847.70
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,868,023.68	1,085,823.77	2,953,847.45	1,739,746.12	1,030,604.84	2,770,350.96	1,906,214.85	1,031,712.94	2,937,927.79
Communications	5900	23,501.00	0.00	23,501.00	23,971.02	0.00	23,971.02	24,450.44	0.00	24,450.44
Total, Services and Other Operating Expenditures		2,395,088.22	1,388,400.05	3,783,488.27	2,279,884.14	1,342,401.01	3,622,285.15	2,459,826.19	1,353,058.41	3,812,884.60
6. Capital Outlay										
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	657,101.00	0.00	657,101.00	657,101.00	0.00	657,101.00	657,101.00	0.00	657,101.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Amortization Expense - Subscription Assets	6920	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		657,101.00	0.00	657,101.00	657,101.00	0.00	657,101.00	657,101.00	0.00	657,101.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:										
Interest	7438	417,733.80	205,749.48	623,483.28	417,733.80	205,749.48	623,483.28	417,733.80	205,749.48	623,483.28
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		417,733.80	205,749.48	623,483.28	417,733.80	205,749.48	623,483.28	417,733.80	205,749.48	623,483.28
8. TOTAL EXPENDITURES		9,252,768.37	5,240,047.91	14,492,816.28	9,322,169.76	5,035,567.90	14,357,737.66	9,478,025.07	4,799,414.30	14,277,439.37
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		282,657.33	(938,210.65)	(655,553.32)	481,663.65	(1,109,140.20)	(627,476.55)	556,138.64	(1,207,741.36)	(651,602.72)

Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	FY 2027/28 Unrestricted	FY 2027/28 Restricted	FY 2027/28 Total	FY 2028/29 Unrestricted	FY 2028/29 Restricted	FY 2028/29 Total
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(938,210.65)	938,210.65	0.00	(1,109,410.15)	1,109,410.15	0.00	(1,208,282.08)	1,208,282.08	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(938,210.65)	938,210.65	0.00	(1,109,410.15)	1,109,410.15	0.00	(1,208,282.08)	1,208,282.08	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(655,553.32)	(0.00)	(655,553.32)	(627,746.50)	269.95	(627,476.55)	(652,143.44)	540.72	(651,602.72)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	20,468,420.99	1,963,504.55	22,431,925.54	18,695,266.67	1,963,504.55	20,658,771.22	18,067,520.17	1,963,774.50	20,031,294.67
b. Adjustments to Beginning Balance	9793, 9795	(1,117,601.00)	0.00	(1,117,601.00)			0.00			0.00
c. Adjusted Beginning Balance		19,350,819.99	1,963,504.55	21,314,324.54	18,695,266.67	1,963,504.55	20,658,771.22	18,067,520.17	1,963,774.50	20,031,294.67
2. Ending Fund Balance, June 30 (E + F.1.c.)		18,695,266.67	1,963,504.55	20,658,771.22	18,067,520.17	1,963,774.50	20,031,294.67	17,415,376.73	1,964,315.22	19,379,691.95
Components of Ending Fund Balance										
a. Nonspendable										
Revolving Cash	9711	0.00		0.00	0.00		0.00	0.00		0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00		0.00	0.00		0.00	0.00
c. Committed										
Stabilization Arrangements	9750	0.00		0.00	0.00		0.00	0.00		0.00
Other Commitments	9760	0.00		0.00	0.00		0.00	0.00		0.00
d. Assigned										
Other Assignments	9780	15,631,601.45		15,631,601.45	15,273,197.45		15,273,197.45	14,907,861.45	0.00	14,907,861.45
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	724,640.81	0.00	724,640.81	717,886.88		717,886.88	713,871.97	0.00	713,871.97

Achieve Academy

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2026/27			FY 2027/28			FY 2028/29		
		Unrestricted	Restricted	FY 2026/27 Total	Unrestricted	Restricted	FY 2027/28 Total	Unrestricted	Restricted	FY 2028/29 Total
Undesignated / Unappropriated Amount	9790	2,339,024.41	1,963,504.55	4,302,528.96	2,076,435.84	1,963,774.50	4,040,210.34	1,793,643.31	1,964,315.22	3,757,958.53

2026-27 Cash Flow Worksheet

Charter Name: Achieve Academy

	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
A. Beginning Cash		4,584,015	4,584,015	4,131,443	3,606,064	3,298,239	4,173,238	4,387,115	4,517,783	5,436,055	5,574,139	5,618,426	6,165,047	5,352,089	4,584,015			
B. Receipts																		
LCFF Revenue																		
State Aid - Current Year	8011		0	343,157	343,398	587,927	587,697	550,205	550,205	565,204	522,722	522,722	522,722	522,722	5,618,681	-	5,618,681	5,618,681
Education Protection Account	8012		0	0	0	509,365	0	0	509,365	0	0	513,031	0	0	1,531,761	-	1,531,761	1,531,761
State Aid - Prior Year	8019		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
In Lieu of Property Taxes	8096		0	138,238	138,335	236,842	236,749	221,646	221,646	227,688	210,575	210,575	210,575	210,575	2,263,442	-	2,263,442	2,263,442
Other LCFF Transfers	8091, 8097		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Federal Revenue	8100-8299		0	0	0	201,552	111,652	0	303,713	0	233	58,811	1,929	4,674	682,565	31,956	714,521	714,521
Other State Revenue	8300-8599		0	167,105	167,222	286,299	286,187	267,930	267,930	275,234	254,547	254,547	254,547	254,547	2,736,093	0	2,736,093	2,736,093
Other Local Revenue	8600-8799		0	59,411	59,453	101,788	101,748	95,257	95,257	97,854	90,499	90,499	90,499	90,499	972,765	(0)	972,765	972,765
Interfund Transfers In	8900-8929		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
All Other Financing Sources	8930-8979		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Total Receipts			-	707,911.27	708,407.79	1,923,772.81	1,324,034.57	1,135,036.84	1,948,115.00	1,165,979.46	1,078,575.62	1,650,184.72	1,080,271.83	1,083,016.85	13,805,307	31,956	13,837,263	13,837,263
C. Disbursements																		
Certificated Salaries	1000-1999		41,322	344,353	344,353	344,353	344,353	344,353	344,353	344,353	344,353	344,353	344,353	344,353	3,829,207	303,031	4,132,238	4,132,238
Non-certificated Salaries	2000-2999		116,089	193,482	193,482	193,482	193,482	193,482	193,482	193,482	193,482	193,482	193,482	193,482	2,244,392	77,393	2,321,785	2,321,785
Employee Benefits	3000-3999		69,462	138,923	138,923	208,385	208,385	208,385	208,385	208,385	208,385	208,385	208,385	208,385	2,222,770	92,615	2,315,385	2,315,385
Books & Supplies	4000-4999		59,340	98,900	79,120	39,560	39,560	19,780	65,934	32,967	32,967	32,967	65,934	79,120	646,149	13,187	659,336	659,336
Services & Other Operating Expenditures	5000-5999		151,340	151,340	151,340	227,009	227,009	151,340	151,340	151,340	227,009	227,009	983,707	605,358	3,405,139	378,349	3,783,488	3,783,488
Capital Outlay	6000-6999		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Other Outgo	7000-7499		0	0	69,276	69,276	69,276	69,276	69,276	69,276	0	69,276	69,276	69,276	623,483	0	623,483	623,483
Interfund Transfers Out	7600-7629		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
All Other Financing Uses	7630-7699		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Total Disbursements			437,552.93	926,998.23	976,494.08	1,082,065.26	1,082,065.26	986,615.43	1,032,768.92	999,802.14	1,006,195.99	1,075,471.91	1,865,136.34	1,499,974.23	12,971,141	864,575	13,835,715	13,835,715
D. Balance Sheet Items																		
Assets and Deferred Outflows																		
Cash and Investments	9110-9199	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable	9200-9299	1,033,946	568,670	237,808	20,679	82,716	10,339	20,679	41,358	10,339	10,339	10,339	10,339	10,339	1,033,946	-	1,033,946	
Due From Other Funds	9310	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Stores	9320	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expenses	9330	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	9340	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lease Receivable	9380	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Outflows of Resources	9490	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Liabilities and Deferred Inflows																		
Accounts Payable	9500-9599	1,099,275.38	560,630	505,667	21,986	10,993	0	0	0	0	0	0	0	0	1,099,275	-	1,099,275	
Due To Other Funds	9610	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Current Loans	9640	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unearned Revenues	9650	925,198	23,059	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	53,805	461,185	(464,013)	(2,828)	461,185
Deferred Inflows of Resources	9690	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Balance Sheet Items			(15,019.39)	(306,291.18)	(39,738.67)	33,290.84	(28,092.62)	(17,753.16)	2,925.76	(28,092.62)	(28,092.62)	(28,092.62)	(28,092.62)	(43,465.46)	(526,514)	464,013	(62,501)	
E. Net Increase/Decrease (B-C+D)			(452,572.32)	(525,378.14)	(307,824.96)	874,998.39	213,876.69	130,668.25	918,271.83	138,084.69	44,287.01	546,620.19	(812,957.13)	(460,422.83)	307,652	(368,605)	-	
F. Ending Cash (A+E)			4,131,442.59	3,606,064.45	3,298,239.49	4,173,237.88	4,387,114.57	4,517,782.81	5,436,054.65	5,574,139.34	5,618,426.35	6,165,046.53	5,352,089.40	4,891,666.57	4,891,667			
G. Ending Cash plus Accruals																	4,523,061	

2027-28 Cash Flow Worksheet

Charter Name: Achieve Academy

	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
A. Beginning Cash		4,891,667	4,891,667	4,020,409	3,372,560	3,049,622	3,857,702	4,057,268	4,161,449	5,048,209	5,169,275	5,200,926	5,750,163	4,956,455	4,891,667			
B. Receipts																		
LCFF Revenue																		
State Aid - Current Year	8011		0	356,566	356,816	610,900	610,661	571,703	571,703	587,289	543,147	543,147	543,147	543,147	5,838,225	(0)	5,838,225	5,838,225.00
Education Protection Account	8012		0	0	0	524,419	0	0	524,419	0	0	528,194	0	0	1,577,033	-	1,577,033	1,577,033.00
State Aid - Prior Year	8019		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
In Lieu of Property Taxes	8096		0	138,238	138,335	236,842	236,749	221,646	221,646	227,688	210,575	210,575	210,575	210,575	2,263,442	-	2,263,442	2,263,442.00
Other LCFF Transfers	8091, 8097		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Federal Revenue	8100-8299		0	0	0	201,858	111,822	0	304,175	0	233	58,900	1,932	4,681	683,603	32,005	715,608	715,608.19
Other State Revenue	8300-8599		0	142,980	143,080	244,965	244,869	229,248	229,248	235,497	217,797	217,797	217,797	217,797	2,341,074	-	2,341,074	2,341,074.15
Other Local Revenue	8600-8799		0	60,762	60,804	104,102	104,061	97,423	97,423	100,079	92,556	92,556	92,556	92,556	994,879	(0)	994,879	994,878.77
Interfund Transfers In	8900-8929		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
All Other Financing Sources	8930-8979		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Total Receipts			-	698,544.87	699,034.82	1,923,086.58	1,308,163.33	1,120,019.13	1,948,613.79	1,150,552.35	1,064,308.38	1,651,169.50	1,066,007.18	1,068,756.38	13,698,256	32,005	13,730,261	13,730,261
C. Disbursements																		
Certificated Salaries	1000-1999		42,363	353,025	353,025	353,025	353,025	353,025	353,025	353,025	353,025	353,025	353,025	353,025	3,925,642	310,662	4,236,304	4,236,303.78
Non-certificated Salaries	2000-2999		109,033	181,722	181,722	181,722	181,722	181,722	181,722	181,722	181,722	181,722	181,722	181,722	2,107,981	72,689	2,180,670	2,180,669.74
Employee Benefits	3000-3999		71,142	142,283	142,283	213,425	213,425	213,425	213,425	213,425	213,425	213,425	213,425	213,425	2,276,532	94,855	2,371,387	2,371,387.10
Books & Supplies	4000-4999		59,986	99,976	79,981	39,990	39,990	19,995	66,651	33,325	33,325	33,325	66,651	79,981	653,177	13,330	666,508	666,507.61
Services & Other Operating Expenditures	5000-5999		144,891	144,891	144,891	217,337	217,337	144,891	144,891	144,891	217,337	217,337	941,794	579,566	3,260,057	362,229	3,622,285	3,622,285.15
Capital Outlay	6000-6999		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Other Outgo	7000-7499		0	0	69,276	69,276	69,276	69,276	69,276	69,276	0	69,276	69,276	69,276	623,483	0	623,483	623,483.28
Interfund Transfers Out	7600-7629		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
All Other Financing Uses	7630-7699		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Total Disbursements			427,415.23	921,898.57	971,179.26	1,074,776.12	1,074,776.12	982,335.19	1,028,990.72	995,665.34	998,835.12	1,068,111.04	1,825,893.45	1,476,995.09	12,846,871	853,765	13,700,637	13,700,637
D. Balance Sheet Items																		
Assets and Deferred Outflows																		
Cash and Investments	9110-9199	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable	9200-9299	31,956	17,576	7,350	639	2,556	320	639	1,278	320	320	320	320	320	31,956	0	31,956	
Due From Other Funds	9310	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Stores	9320	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expenses	9330	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	9340	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lease Receivable	9380	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Outflows of Resources	9490	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Liabilities and Deferred Inflows																		
Accounts Payable	9500-9599	864,574.56	440,933	397,704	17,291	8,646	0	0	0	0	0	0	0	0	864,575	-	864,575	
Due To Other Funds	9610	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Current Loans	9640	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unearned Revenues	9650	464,013	20,485	34,141	34,141	34,141	34,141	34,141	34,141	34,141	34,141	34,141	34,141	47,798	409,695	(54,318)	355,377	409,695
Deferred Inflows of Resources	9690	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Balance Sheet Items			(443,841.87)	(424,495.62)	(50,793.62)	(40,230.50)	(33,821.69)	(33,502.13)	(32,863.00)	(33,821.69)	(33,821.69)	(33,821.69)	(33,821.69)	(47,478.19)	(1,242,313)	54,318	(1,187,995)	
E. Net Increase/Decrease (B-C+D)			(871,257.09)	(647,849.32)	(322,938.05)	808,079.96	199,565.52	104,181.82	886,760.07	121,065.32	31,651.57	549,236.77	(793,707.96)	(455,716.90)	(390,928)	(767,443)	-	
F. Ending Cash (A+E)			4,020,409.47	3,372,560.16	3,049,622.10	3,857,702.07	4,057,267.59	4,161,449.41	5,048,209.47	5,169,274.79	5,200,926.37	5,750,163.14	4,956,455.18	4,500,738.28	4,500,738			
G. Ending Cash plus Accruals																	3,733,296	

2028-29 Cash Flow Worksheet

Charter Name: Achieve Academy

	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
A. Beginning Cash		4,500,738	4,500,738	3,653,978	3,045,109	2,756,600	3,603,763	3,829,764	3,965,402	4,895,570	5,047,566	5,107,409	5,697,483	4,893,481	4,500,738			
B. Receipts																		
LCFF Revenue																		
State Aid - Current Year	8011		0	368,140	368,398	630,729	630,483	590,260	590,260	606,352	560,777	560,777	560,777	560,777	6,027,731	0	6,027,731	6,027,731.00
Education Protection Account	8012		0	0	0	536,997	0	0	536,997	0	0	540,862	0	0	1,614,855	-	1,614,855	1,614,855.00
State Aid - Prior Year	8019		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
In Lieu of Property Taxes	8096		0	138,238	138,335	236,842	236,749	221,646	221,646	227,688	210,575	210,575	210,575	210,575	2,263,442	-	2,263,442	2,263,442.00
Other LCFF Transfers	8091, 8097		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Federal Revenue	8100-8299		0	0	0	201,782	111,780	0	304,061	0	233	58,878	1,931	4,680	683,345	31,993	715,338	715,338.19
Other State Revenue	8300-8599		0	121,605	121,691	208,345	208,264	194,977	194,977	200,293	185,238	185,238	185,238	185,238	1,991,106	(0)	1,991,106	1,991,106.49
Other Local Revenue	8600-8799		0	61,891	61,934	106,036	105,995	99,233	99,233	101,938	94,276	94,276	94,276	94,276	1,013,364	0	1,013,364	1,013,363.97
Interfund Transfers In	8900-8929		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
All Other Financing Sources	8930-8979		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Total Receipts			-	689,873.75	690,357.63	1,920,731.45	1,293,270.82	1,106,116.21	1,947,173.25	1,136,270.41	1,051,099.81	1,650,606.48	1,052,797.97	1,055,546.13	13,593,844	31,993	13,625,837	13,625,837
C. Disbursements																		
Certificated Salaries	1000-1999		41,555	346,291	346,291	346,291	346,291	346,291	346,291	346,291	346,291	346,291	346,291	346,291	3,850,761	304,736	4,155,497	4,155,497.47
Non-certificated Salaries	2000-2999		102,183	170,304	170,304	170,304	170,304	170,304	170,304	170,304	170,304	170,304	170,304	170,304	1,975,529	68,122	2,043,651	2,043,650.88
Employee Benefits	3000-3999		69,330	138,660	138,660	207,990	207,990	207,990	207,990	207,990	207,990	207,990	207,990	207,990	2,218,559	92,440	2,310,999	2,310,999.13
Books & Supplies	4000-4999		60,644	101,073	80,859	40,429	40,429	20,215	67,382	33,691	33,691	33,691	67,382	80,859	660,347	13,476	673,823	673,823.01
Services & Other Operating Expenditures	5000-5999		152,515	152,515	152,515	228,773	228,773	152,515	152,515	152,515	228,773	228,773	991,350	610,062	3,431,596	381,288	3,812,885	3,812,884.60
Capital Outlay	6000-6999		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Other Outgo	7000-7499		0	0	69,276	69,276	69,276	69,276	69,276	69,276	0	69,276	69,276	69,276	623,483	0	623,483	623,483.28
Interfund Transfers Out	7600-7629		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
All Other Financing Uses	7630-7699		0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-
Total Disbursements			426,226.95	908,844.48	957,905.71	1,063,063.99	1,063,063.99	966,591.61	1,013,759.22	980,068.07	987,049.84	1,056,325.76	1,852,593.83	1,484,781.83	12,760,275	860,063	13,620,338	13,620,338
D. Balance Sheet Items																		
Assets and Deferred Outflows																		
Cash and Investments	9110-9199	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable	9200-9299	32,005	17,603	7,361	640	2,560	320	640	1,280	320	320	320	320	320	32,005	-	32,005	
Due From Other Funds	9310	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Stores	9320	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expenses	9330	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	9340	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lease Receivable	9380	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Outflows of Resources	9490	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Liabilities and Deferred Inflows																		
Accounts Payable	9500-9599	853,765.42	435,420	392,732	17,075	8,538	0	0	0	0	0	0	0	0	853,765	-	853,765	
Due To Other Funds	9610	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Current Loans	9640	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unearned Revenues	9650	54,318	2,716	4,527	4,527	4,527	4,527	4,527	4,527	4,527	4,527	4,527	4,527	6,337	54,318	(0)	54,318	54,318
Deferred Inflows of Resources	9690	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Balance Sheet Items			(420,533.62)	(389,897.49)	(20,961.71)	(10,503.77)	(4,206.45)	(3,886.40)	(3,246.31)	(4,206.45)	(4,206.45)	(4,206.45)	(4,206.45)	(6,017.05)	(876,079)	0	(876,079)	
E. Net Increase/Decrease (B-C+D)			(846,760.57)	(608,868.21)	(288,509.80)	847,163.69	226,000.38	135,638.19	930,167.72	151,995.89	59,843.52	590,074.27	(804,002.32)	(435,252.76)	(42,510)	(828,070)	-	
F. Ending Cash (A+E)			3,653,977.71	3,045,109.49	2,756,599.70	3,603,763.39	3,829,763.76	3,965,401.95	4,895,569.68	5,047,565.56	5,107,409.08	5,697,483.35	4,893,481.03	4,458,228.27	4,458,228			
G. Ending Cash plus Accruals																	3,630,158	

California Charter Schools Association

One Voice. One Movement: Advocating for California Charter Schools

ccsa.org 916.448.0995

PO Box 86087, Los Angeles, CA 90086

May 20, 2026

Oakland Unified School District Board of Education
1011 Union St.
Oakland, CA 94607

RE: Support for Renewal of Achieve Academy Charter School

Dear President Brouhard, Directors, and Superintendent Saddler,

On behalf of the California Charter Schools Association (CCSA), I write in strong support of the renewal of Achieve Academy Charter School, a member of the Education for Change Public Schools network, and urge the Oakland Unified School District Board of Education to approve the school's charter renewal petition.

Achieve Academy has long served Oakland students and families through a commitment to academic growth, student-centered learning, and equitable educational opportunities. As part of Education for Change, the school benefits from established organizational leadership and sustained investment in improving outcomes for historically underserved communities.

Under California's charter renewal framework, schools identified within the Middle Performance Category ("Middle Track") are eligible for renewal and are presumed to receive renewal unless the authorizer makes written findings, supported by specific facts, demonstrating all required statutory criteria for denial. Middle Track schools that are renewed receive a five-year renewal term.

According to the California Department of Education's performance categories, Achieve Academy falls within the Middle Track, meaning the renewal process appropriately recognizes schools demonstrating progress and continued capacity to improve outcomes for students.

As OUSD considers this renewal, we encourage the Board to recognize several important factors:

- Student continuity and stability matter. Families choose charter schools because they believe those schools meet their children's needs. Renewal supports continuity for students and preserves trusted educational options within Oakland.
- The renewal framework values progress and growth. California's Middle Track standards intentionally allow schools to demonstrate success through multiple verified indicators and evidence of improvement over time.

- Closure determinations must prioritize students' best interests. Renewal law establishes a high threshold before denying renewal to Middle Track schools because disruption to students and communities carries significant consequences.
- Achieve Academy remains an important educational option within Oakland. Through Education for Change, the school contributes to a diverse public education landscape serving Oakland families.

CCSA has worked alongside schools across California navigating the charter renewal process and remains committed to ensuring renewals are evaluated fairly, consistently, and in accordance with state law. Based on Achieve Academy's eligibility under the renewal framework and its continued service to students and families, we support approval of the school's renewal petition.

We respectfully urge the Oakland Unified School District Board of Education to approve the renewal of Achieve Academy and provide the stability necessary for the school community to continue serving Oakland students over the next charter term.

Thank you for your consideration and for your commitment to Oakland's students and families.

Sincerely,



Abi O'Neal
Director of Local Advocacy
California Charter Schools Association

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Names and Qualifications of EFCPS Governing Board

Eva Camp: EFCPS Board Chair

Eva Camp also serves on the Board of Full Circle Fund. A mother of three children, she dedicates her time to improving education. She currently leads the Parents Association with over 600 volunteers and serves on the Board of Trustees at Head-Royce, her children's school. She also serves on the Board of National Equity Project (formerly BAYCES), which coaches people to become the leaders who deliver on the promise of a quality education for every child in America. Eva worked for more than 10 years at Microsoft, marketing some of the company's most successful products, including Word, Office and consumer titles. Her last role there was Director of Market Planning and Analysis for Microsoft's line of home products. Other highlights at Microsoft include helping lead the turnaround in the company's Japanese application software business during a 3 year stint in Microsoft's Far East region and leading the first worldwide launch of Microsoft Office in over 25 languages. Prior to Microsoft, she worked in product management at Proctor & Gamble. Eva has a BA from Harvard University.

Eva serves as the Chairperson of the Board.

Nick Driver:

Nick Driver is the co-founder of Clear Thinking, a non-profit dedicated to supporting schools and organizations with their governance, programmatic, financial and operational needs. Nick's motivation to be a school advocate and leader grew out of his research into the experiences of countless students that have not been given an adequate education. His professional and personal goal is to help schools and the public school system reach the point where every child is able to master their learning in a challenging and rewarding way, so that they graduate from high school with the skills, mindset, and agency necessary to thrive as adults. Nick currently serves as Superintendent at Griffin Technology Academies.

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Names and Qualifications of EFCPS Governing Board

Nick has led Education for Change Public Schools, a six-school charter management organization in east Oakland, for the past 9 years as Board Chair and 10+ years as board member. Nick is also the Chair of its Executive Committee.

Mike Barr:

Mike currently provides financial consulting services to non-profit and educational organizations. He has served as CFO at the Center for Youth Wellness, Reading Partners, and Aspire Public Schools, and has also filled interim roles at several other nonprofits. Mike began his career in the tech sector and then made the move into nonprofits in 2004. Mike lives in Oakland with his wife and two daughters.

Damon Grant:

Damon Grant has been working in Oakland public schools for the past 15 years as an English teacher and, currently, as the co-principal of Oakland Unity Middle School. She has two children who attended EFC schools and is a resident of East Oakland.

Damon serves as the Chairperson of the Student Outcomes Committee.

Erika Cisneros:

Erika Cisneros has been a proud resident of Oakland, California, for 32 years. A graduate of Fremont High School, she went on to earn an Associate of Arts degree in Radio/TV Broadcasting from Chabot College.

With a deep commitment to public service, Erika has dedicated her career to uplifting her community. She previously served as an Assistant to Oakland City Councilmember Noel Gallo (District 5) and currently works at the Oakland Public Library, while also supporting OUSD District 5 Representative Patrice Berry.

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Names and Qualifications of EFCPS Governing Board

Beyond her professional roles, Erika has been an active volunteer with numerous East Bay nonprofit organizations, including The Unity Council's De Colores Head Start, Lighthouse Community Charter School (as a co-founder parent), the Oakland Police Department Citizens Academy, the Spanish Speaking Citizens Foundation (as an ESL instructor for parents and children), Brown Girls Surf, Oakland Parks & Recreation Aquatics, and Oakland School Board campaigns.

As a dedicated mother, Erika takes great pride in her two daughters—one serving as a Juvenile Correctional Officer for San Mateo County Probation and the other currently a high school senior.

Erika's passion for community development continues to inspire her future goals. She hopes to pursue a Bachelor's degree in Community Leadership from San Jose State University, further strengthening her ability to advocate for education equity and build stronger, more inclusive communities in Oakland.

Sonia Urzua:

Sonia Urzua has worked in Bay Area community planning for more than 20 years. She currently works as the Assistant Planning Director for the City of Lafayette where she supervises the department's work, analyzing and developing city-wide land use policy and preparing and evaluating environmental impact reports. She enjoys volunteering her time in support of education-related organizations.

Sonia earned her B.A. in History from UC Berkeley, an M.A. in Urban Planning from UCLA, and her J.D. from the University of Wisconsin School of Law. She lives in Alameda with her three children.

Niloy Gangopadhyay:

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Names and Qualifications of EFCPS Governing Board

Niloy Gangopadhyay has spent the last twenty-plus years combating the inequities in public education. He has served as a system, school, and non-profit leader. He currently serves as the Senior Director of Advancement & Engagement at Envision Schools. Previously, he served as the Executive Director of Special Populations at the Texas Education Agency, where he led the state's programming for highly mobile and at-risk, English learners, and gifted & talented students. Before that, he was the co-founder and executive director of Success Preparatory Academy, a K-8th-grade charter school in the Treme/Bienville Corridor for ten years. Before moving to New Orleans, he was the founding principal of Cleveland Lighthouse Community School. He also served as the Director of Special Projects at Excellence Charter School of the Uncommon Schools network in Brooklyn, New York. His initial entry into urban education was as a 2002 Teach For America (TFA) corps member in San Jose, California, where he taught 4th grade. He received his B.A. in Political Science from the University of California, Berkeley, and an Ed.M. from the Harvard Graduate School of Education.

Chris Campbell:

Chris Campbell has always been inspired to use his skills in finance and accounting to support organizations that work towards making a positive social change. He has both public and private accounting and financial analysis experience with a strong focus on the nonprofit sector. Chris started his career at Ernst & Young, where he worked on financial statement audits for both start-up and multinational organizations. Following his public accounting work, Chris joined the education nonprofit College Track as a Finance Manager. While there, Chris worked on forecasting, budgeting, and financial planning, and analysis tasks supporting College Track's multiple sites across the United States. Following that opportunity, Chris worked at EdTec, where he supported Charter Schools in the San Francisco Bay Area with their financials and budgets. After that role, he served as the Financial Controller at the National Equity nonprofit PolicyLink and currently serves as the Director of Financial Planning and Analysis at the children's literacy organization, Reading Partners, based in Oakland, CA. Chris earned his bachelor's

degree in Business Administration: Finance from Saint Mary's College of California, and he also holds a Master's degree in Accounting and a Master's of Public Administration.

Chris is the current Chairperson of the Finance Committee.

Sophia Allgood: Parent Board Member

Sophia Allgood is an active parent leader and volunteer at Lazear Charter Academy, and is one of two EFC Family Leadership Council representatives on the EFC Governing Board.

Paulina Rodriguez: Parent Board Member

Paulina Rodriguez is an active parent leader and volunteer at Learning Without Limits, and is one of two EFC Family Leadership Council representatives on the EFC Governing Board.

Jason Willis

Jason Willis is a seasoned education policy and finance leader with over 16 years of experience driving systemic change for equitable student outcomes. He currently serves as a Clinical Professor of Public Policy at the University of the Pacific's McGeorge School of Law and is a Senior Policy Fellow at WestEd, where he partners with state and local agencies to improve educational practices. Jason's extensive background includes serving as Assistant Superintendent for San José Unified School District, Chief Financial Officer for Stockton Unified, and Budget Director for Oakland Unified. He holds an M.A. in Education Policy & Finance from Teachers College, Columbia University, and multiple prestigious certifications, including the Public Education Leadership Program from Harvard Business School.

Kathrina Weekes

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Names and Qualifications of EFCPS Governing Board

Kathrina Weekes is a passionate and strategic educational leader with nearly two decades of experience in creating inclusive, student-centered learning environments. Currently serving as the Head of School at Julia Morgan School for Girls, she previously spent nineteen years at Head-Royce School in various capacities, including Director of Enrollment Management, Director of the Summer Middle School Program, and as a Lower School teacher. Deeply rooted in the Oakland community, Kathrina brings a thoughtful, data-informed, and equity-driven approach to her leadership, focusing on operational excellence and student success.

Mac Edward Paulino

Mac Edward R. Paulino's career has spanned entrepreneurship, finance, and strategic advisory—as a Controller and spearheading global logistics for a neuroscience company (AutoMate Scientific, Inc.), to founding his own companies in both manufacturing and SaaS, and now working in Mergers & Acquisitions for LINK Silicon Valley. Having also been born and raised in Oakland, Mac Edward has come full-circle in his efforts to support student educational outcomes as a Board Member for Education for Change—having once been a student at the very middle school where he now serves on the Board of Directors. Deeply rooted in the city, Mac Edward is honored, and hopes that his professional and lived experience in Oakland will allow him to give back to the community in meaningful and impactful ways.