

Charter Renewal Petition
Presented to the Alameda County Board of Education
October 31, 2014

Material Revisions Submitted to the
Alameda County Board of Education
June 13, 2018

By

Envision Education
(a 501(c)(3) non-profit public benefit corporation)

Charter Renewal Term:
July 1, 2015 – June 30, 2020

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AFFIRMATIONS AND DECLARATION

As the authorized representatives, we, Envision Education and Gia Truong hereby certify that the information in this petition for charter renewal and proposed material revisions for **Envision Academy of Arts & Technology (“EA” or “Charter School”)**, submitted to the Alameda County Board of Education and Alameda County Office of Education (collectively referred to hereinafter as “ACOE” or the “County”) for approval, and located within the Oakland Unified School District boundaries, is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter renewal, Envision Education and EA are committed to full compliance with applicable law including but not limited to the following:

- EA shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)].
- Envision Education declares that it shall be deemed the exclusive public school employer of the employees of EA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)].
- EA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)].
- EA will not charge tuition. [Ref. Education Code Section 47605(d)(1)].
- EA shall admit all students who wish to attend EA, unless EA receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Admission to EA shall not be determined according to the place of residence of the student or his or her parents within the State, except as required by Education Code Section 47605(d)(2). Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing the chartering authority shall make reasonable efforts to accommodate the growth of EA in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)].
- EA shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)].
- EA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- EA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
- EA shall ensure that teachers hold a Commission on Teaching Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)].
- EA shall at all times maintain all necessary and appropriate insurance coverage.
- EA shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves EA without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(d)(3)].
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- EA shall maintain accurate and contemporaneous written records that document all pupil attendance and make those records available for audit and inspection [Ref. California Education Code Section 47612.5(a)(2)].
- EA shall on a regular basis consult with parents and teachers regarding the school's education programs. [Ref. California Education Code Section 47605(c)].
- EA shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605-47605.1].
- EA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610].
- EA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- EA shall comply with the Public Records Act.

- EA shall comply with the Family Educational Rights and Privacy Act.
- EA shall comply with the Ralph M. Brown Act.
- EA shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960].



Gia Truong, CEO, Envision Education

June 13, 2018

Date

EXECUTIVE SUMMARY

In accordance with Education Code Sections 47605 and 47607, Envision Education, a 501(c)(3) nonprofit public benefit corporation that operates Envision Academy (EA), petitions the Alameda County Board of Education to approve the material revisions proposed within this petition to add 6th – 8th grades. Previously, the Alameda County Board of Education, in accordance with Education Code Section 47607, granted a charter renewal for EA for a five-year term from July 1, 2015 through June 30, 2020.

The mission of Envision Education, and of all the schools in our network, is to transform the lives of students – especially those who will be the first in their families to attend college – by preparing them for success in college, career and in life. This mission is grounded in the urgency to create opportunities for first-generation, college-going students, especially low-income students of color, so that they have access to an education that will fundamentally change the trajectory of their lives.

Envision Academy is operated by Envision Education and has been an integral part of the Oakland community ever since its opening on August 21, 2006 with a founding 9th grade class of 108 students. In addition to EA, Envision Education manages two other high-performing schools: City Arts and Technology (CAT) serves grades 9-12 in San Francisco and Impact Academy of Arts and Technology in Hayward recently expanded from serving grades 9-12 to also serving middle grades 6-8. In our pursuit of preparing 100% of our students for college and career readiness, we propose adding grades 6th-8th to Envision Academy's current 9th-12th grade high school, enabling one cohesive educational experience for students in 6th-12th grade at EA. Our desire to expand EA to serve middle grades is driven by demand from the community, our belief that EA's unique middle grades model will lead to even better outcomes, and the success we have seen after expanding Impact Academy.

Responding to Community Need

We are motivated to pursue this expansion because we know, based on our experience working with Oakland high school students and their families, that middle school students need more rigorous preparation before they get to high school. EA draws students from all over Oakland, and our current families tell us that they want us to start educating students earlier than high school, to benefit their younger children and therefore achieve better outcomes in high school. They are looking for a middle school that will give their children a stronger start to high school and more options for college.

The data about the students we serve align with the urgency expressed by Oakland families. The average reading level of our incoming 9th graders at Envision Academy is 6th grade; in math, the average is even lower. SBAC results also point to the need for a middle school that will better prepare students for academic success. In West Oakland, one of the primary neighborhoods from which we will recruit students (due to its proximity to our current location), SBAC scores of 5th and 8th grade students indicate that students need better learning opportunities:

2017 SBAC for West Oakland 5th Graders: % of Students Who Met or Exceeded Standard

School	ELA	Math
Lafayette Elementary	0%	0%
Hoover Elementary	6.39%	4.00%
MLK Elementary	21.95%	9.76%
Vincent Academy	18.18%	9.09%

2017 SBAC for West Oakland 8th Graders: % of Students Who Met or Exceeded Standard

School	ELA	Math
West Oakland Middle School	19.4%	3.0%
Westlake Middle School	16.6%	7.4%
KIPP Bridge Academy	54.4%	26.5%

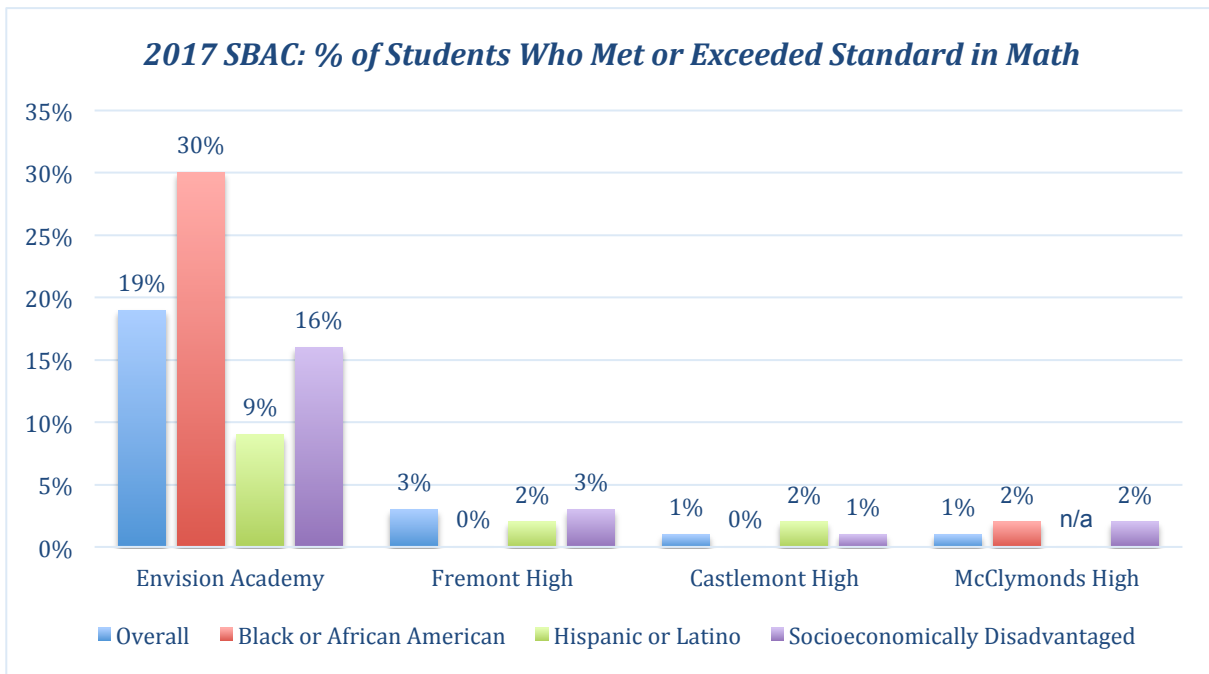
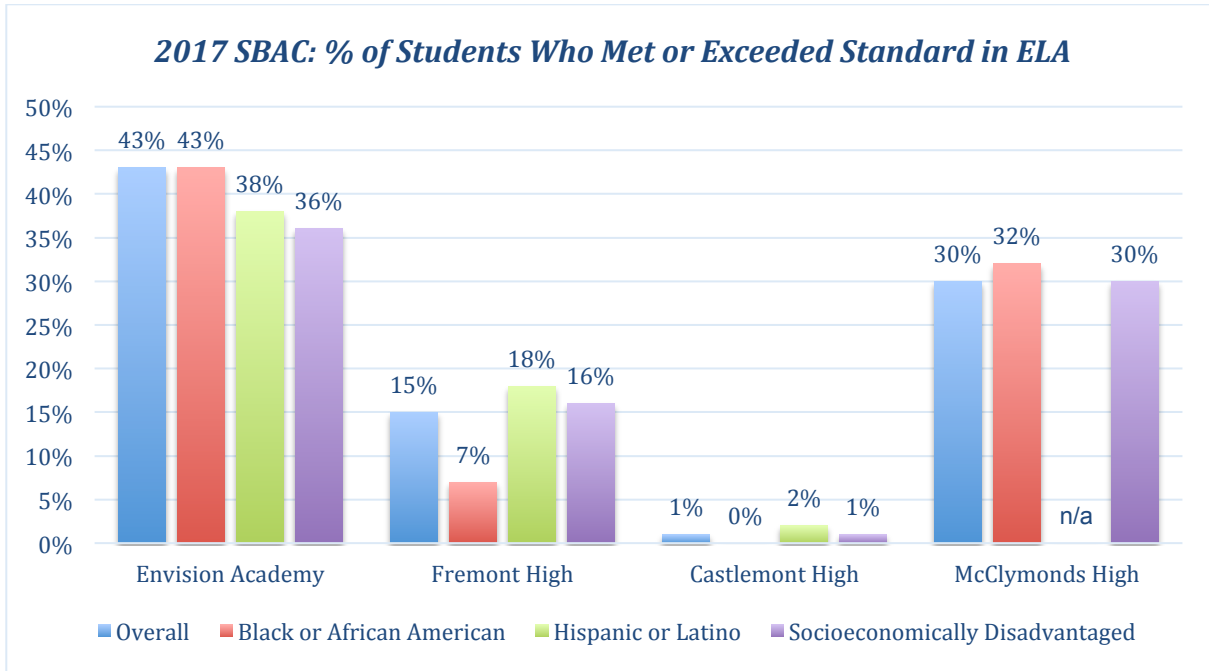
A closer look at the SBAC data by subgroup further emphasizes the community need in Oakland for a strong middle school program.

2017 SBAC for West Oakland: % of Students Who Met or Exceeded Standard

School	Enrollment (2016-17)		% meeting / exceeding ELA standards		% meeting / exceeding Math standards	
	Black	SPED	Black	SPED	Black	SPED
West Oakland Middle School	60.9%	15.6%	12.9%	0%	5.7%	0%
Westlake Middle School	50.1%	23%	8.9%	0%	3.3%	0%
KIPP Bridge Academy	62.2%	9.2%	33.8%	n/a	18.6%	n/a

Envision Academy is committed to serving all students and is proud to achieve strong results for a high percentage of Black/African-American students and those with special needs, who historically have been underserved in Oakland. In the 2017-18 school year, EA served a higher population of Black/African-American students compared to Oakland Unified (34% vs. 24%), a similar percentage of students with special needs (12% vs. 12%), and a higher percentage of students who are from socioeconomically disadvantaged households (79% vs. 76%).

The SBAC scores of the high schools our students otherwise would attend indicate that Envision Academy has stronger student outcomes, especially for students from low-income communities of color, compared to the schools our students would otherwise attend:



By serving students earlier starting in 6th grade, we believe we can see even stronger results over time.

Our enrollment data for Envision Academy also demonstrates that there is a demand for our model in Oakland: For our 2018-19 9th grade class, we received 379 applications for 115 slots, and we currently have a waiting list of 73. Similarly, enrollment data for Impact Academy

in Hayward – 525 applications for 250 slots in 6th – 7th grades and a waiting list of 232 – demonstrates that our middle school model in particular is in high demand. After operating Envision Academy for 12 years, we are prepared to expand our successful model to serve students and families in the Oakland community even better.

More Time at Envision

Offering the innovative Envision model to students for more than four years is our most promising strategy to ensure that all of our students will be college and career ready by the time they graduate. Expanding Envision Academy would prepare middle school students to enter high school with the academic and leadership skills necessary to complete and defend grade-level work independently, with a strong growth mindset and clear goals for high school. We believe that the impact of being immersed for a full seven years in deeper learning opportunities is that our graduates will go to and persist in college at rates significantly higher than we currently achieve. We also believe more students will be accepted into more selective colleges than is now the case.

At all Envision Education schools, students gain both academic and leadership skills that culminate in a Portfolio Defense. Envision’s acclaimed and nationally replicated Portfolio Defense model asks much more of students than typical schools do: it requires students to know, do and reflect on a deeper, more powerful level, which contributes directly to our graduates’ high college persistence rates. The Portfolio Defense assessment model authentically measures the most important things students need to learn in order to succeed in college and career: academic content, leadership skills, as well as deeper learning competencies such as reflection and growth mindset. Portfolio Defense gives students, particularly those who are historically underserved, the academic, social-emotional and leadership skills they need to first get into college and then persist until they earn a degree.

This unique model has been adapted for middle grades and offer students a head start on developing the skills needed to proactively drive their own learning and articulate their passions. Every Envision student, in order to advance from 8th to 9th grades, from 10th to 11th, and ultimately to graduate, stands before a panel of teachers, peers and community members and demonstrates how and why they are ready for the next academic challenge. In a masters-like defense, they tell the story of their education journey and respond to critical questions from the panel. Our students are empowered to reach higher and go farther, set educational goals for themselves, persist through challenges, and succeed on their chosen paths of college and career.

To make a truly disruptive gain for Oakland students, we must have our students for longer than the four years of high school. 74% of the Class of 2017 at EA was accepted to a four-year college; to reach our goal of 100%, we absolutely must begin serving students earlier. Envision Oakland families have expressed their desire for a middle school that better supports their students’ literacy and numeracy skills, so that when they enter high school, they are already equipped with and ready to use the foundational skills they need for the college-ready work we know they are capable of.

Evidence of Success

We have experienced success operating a middle school and are confident we can replicate our strong results in Oakland. In 2016, Impact Academy in Hayward was expanded to serve grades 6-12. Middle school students at Impact Academy now have the opportunity to grow at a faster than grade level rate, better preparing them for high school.

The positive effect of a middle grades program is most visible in the students' reading levels. The majority of our 8th grade students at Impact Academy increased their reading levels by more than one grade level this year. To measure and support the growth of our students' reading levels across all Envision Schools, we use ReadingPlus, an online literacy program. Not only is ReadingPlus used in all middle school grades, all 9th and 10th grade students are screened three times a year to measure their growth. Students who receive English Learner or Special Education services continue to be screened in the 11th and 12th grades so that we can determine and provide the support they need.

The results we have observed this academic year between the Impact Academy middle grades and the high school shows that our middle grade students will be more prepared as readers as they enter the high school than previous cohorts who had entered from middle schools outside our network. We found that by the end of the 2016-17 school year, 7th graders at Impact Academy were reading, on average, on par with new-to-Envision 9th graders. The average reading levels of our Hayward 9th graders at the beginning of the year was a 7.0 (i.e., reading at 7th grade level), while the average reading levels of 7th graders at the end of the year was also a 7.0. Now that these 7th graders are about to complete 8th grade, they will move on to the high school next year as one of strongest cohorts of readers yet.

The addition of Middle Grades has helped us accelerate students' growth toward grade level mastery by using flexible, differentiated learning modalities, facilitated by the use of technology, daily formative assessments, and personalized learning plans for each student. Characterized by collaborative problem solving and grounded in rich cross-curricular projects, our Middle Grades have the opportunity to (1) effectively develop students' literacy and numeracy skills, so that in the high school grades they are better equipped with the foundational skills they need for college-ready work and (2) develop students' resource networks and skills in navigating and utilizing such networks.

Significant gains are what students need in order to enter college without having to take remedial courses. Remediation is a key indicator that a student will not successfully complete college, and lower remedial rates mean that more students start college in credit bearing courses, saving money and time on their path to a college degree.

Details of our middle grades expansion plan including more information on our academic model, enrollment projections, and middle-grade specific goals and milestones are integrated into the required elements of this petition.

AUTHORIZATION OF CHARTER RENEWAL

The following section regarding the County’s authorization of EA’s charter renewal in 2015 has been left intact for reference. None of the text or data in this section have been changed or updated.

Education Code Section 47607 Threshold Academic Charter Renewal Criteria

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

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

Envision Academy has met the state’s charter renewal criteria as follows:

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

In 2012-13, EA’s API grew by 64 points, resulting in a statewide similar schools rank of 7, meaning that EA performs better than most schools in the state with similar demographics.

The chart below shows Envision Academy’s 2013 API scores and the API scores of the five out of six OUSD high schools located in the attendance area of almost 90% of our students. (Also see **Appendix A** : CDE DataQuest Reports):

	% of EA Students in School's Attendance Area	2013 API	2013 Similar School Ranking	2013 State Schools Ranking
Envision Academy		669	7	2
McClymonds	12%	513	1	1
Castlemont	23%	509	1	1
Fremont ¹	35%	N/A	N/A	N/A
Skyline	5%	639	2	1
Oakland	8%	634	5	1
Oakland Tech	6%	737	5	4

	2013 API	2013 API: Black or African American	2013 API: Hispanic or Latino API	2013 API: Socio-economically Disadvantaged
Envision Academy	669	635	696	672
McClymonds	513	507	N/A	513
Castlemont	509	436	538	514
Fremont	N/A	N/A	N/A	N/A
Skyline	639	580	596	616
Oakland	634	529	613	635
Oakland Tech	737	628	666	660

Compared to the Oakland Unified Schools that almost 90% of our students would have attended (as determined by their attendance area), our academic results are significantly higher overall and across our three significant sub-groups for 2013. Oakland Tech is the only OUSD high school that our students would have attended with a higher API than EA. When you look closely at their sub-group data, Oakland Tech has poorer results for their African American (EA 635, Oakland Tech 628), Latino (EA 696, Oakland Tech 666), and Socio-economically Disadvantaged (EA 672, Oakland Tech 660) populations.

¹ Fremont High School, which 35% of our students would have attended, was not assigned API scores because they failed to test a significant proportion of their students.

In short, EA's academic results met two of the four renewal criteria: (3) EA ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years, and (4) the academic performance of EA is at least equal to the academic performance of the public schools that EA's pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which EA is located, taking into account the composition of the pupil population that is served at EA.

Therefore, EA has exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Analysis of Envision's College-going Results and Academic Performance

College-going Results for Envision Schools

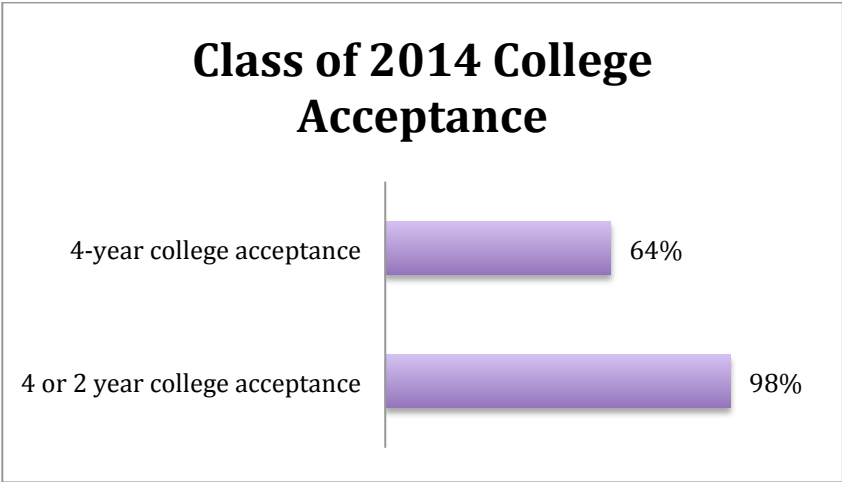
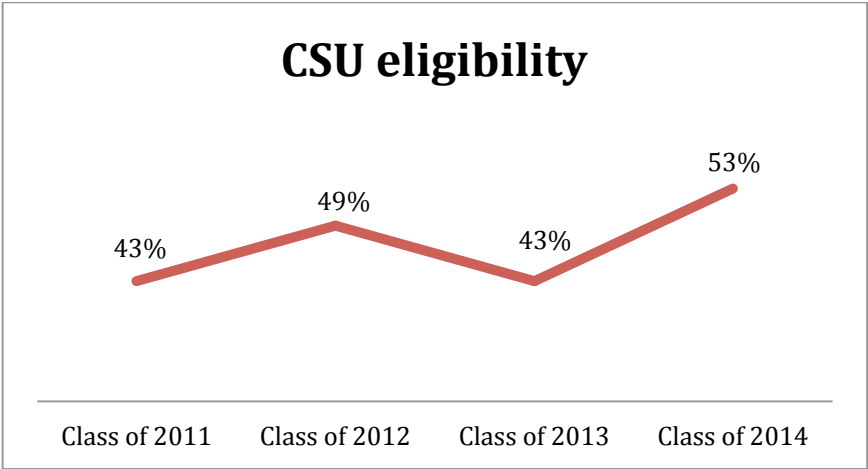
100% of Envision Education graduates complete the A-G course requirements for admission into the UC or CSU systems. Last year 74% of Envision Education seniors were accepted to a four-year college or university – which is significantly higher than the statewide average and dramatically higher than comparison schools that serve low-income, first generation college bound students. Nationally, only 30% of low-income high minority youth attend a 4-year college.

About 90% of our graduates enrolled in college for their first year and 85% returned for their second year. This is higher than the national average persistence rate for all students and higher than the average persistence for low-income high minority urban youth.

Envision students received college acceptances from such universities as: New York University, Stanford, University of Southern California, Whitman College, Mills, Swarthmore, University of Michigan, UCLA, UC Berkeley, UC Santa Cruz, UC Davis, UC San Diego, UC Santa Barbara, CSU East Bay, Lewis and Clark University, Wellesley, St. Mary's, Cal Poly San Luis Obispo, and the University of San Francisco.

College-going Results for Envision Academy

Like all Envision Schools, 100% of EA graduates complete the A-G Course requirement for admission to a CSU or UC system, compared to 41% statewide. Envision Academy's CSU eligibility has steadily improved over the last four years as well as their 4-year college acceptance rates. 53% of EA's Class of 2014 were CSU eligible, 98% were accepted to 4 or 2-year colleges, and 64% were accepted to 4-year universities.

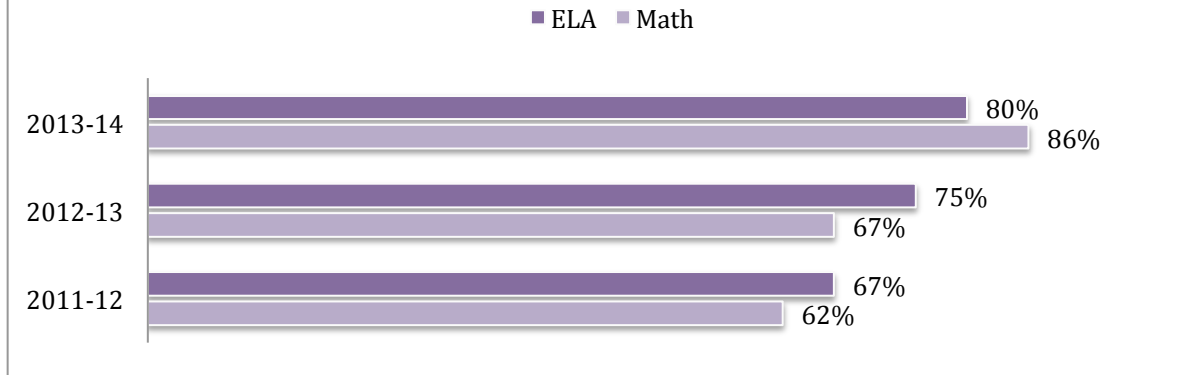


Our college persistence rate, which is determined by persistence from first to second year of college, is 86% for our first two graduating class (2010 and 2011) as compared to the national average of 55%. (“First in My Family,” a report by Higher Education Research Institute, UCLA).

Academic Performance

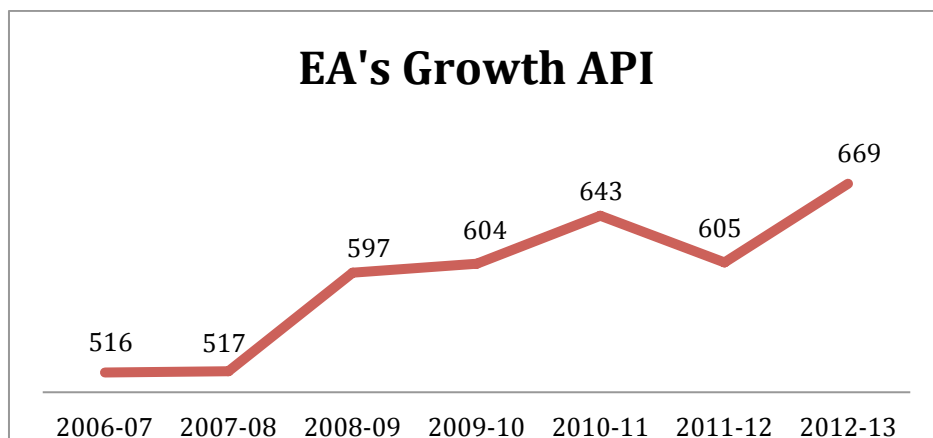
EA’s most significant example of academic growth is their California High School Exit Exam (CAHSEE) results over the last three years. Below reflects EA’s CAHSEE Census Results. The "census" is when all of the 10th grade students take the CAHSEE for the first time.

EA: Percent of 10th Graders who passed CAHSEE



As you can see, EA’s CAHSEE results have increased significantly over the last three years, especially in math, which shows an increase of 24% from 2012 to 2014. ELA results also grew by 13% since 2012.

The staff and community at EA have reflected on their API growth since their first year until the present. The only year that EA’s API score did not go up was 2011-12. We attribute this to principal turnover. Ms. Kirsten Grimm, EA’s current principal, took over the school in 2011-12. In her first year, she focused on building a strong student and staff culture and on working with the school community to strengthen behavioral expectations. In Ms. Grimm’s second year as principal, with a strong student and staff culture in place and behavioral expectations well established, she led her staff in focusing on the teaching and learning at EA. We believe that this is the reason for the 64-point API jump in her second year. Since our 2014 CAHSEE results are stronger than they have ever been, we predict an equally significant increase of API if we continue measuring API like we have in the past.



Even though EA has shown some strong academic gains, we conducted an analysis of our education program in the context of preparing our students for success in the Common Core State Standards (CCSS) and in the 21st Century. Envision has concluded that EA has both impressive assets and strengths and clear opportunities for growth.

Assets:

- (1) Our Envision College Success Portfolio (CSP) model prepares students for college success and is aligned to the Common Core State Standards, California State Content Standards, and Next Generation Science Standards (hereinafter referred to as the “State Standards”).
- (2) Students have many opportunities to engage in 21st Century learning including projects and work-learning experiences.
- (3) Both administrative and teaching staff are effective and committed.
- (4) A strong academic culture is established at EA that promotes college for all.
- (5) A collaborative culture with high levels of instructional coherence across and within grade levels is present.
- (6) A solid Special Education Department supports a full inclusion program for students with special needs.
- (7) EA has built a vibrant professional learning community through meaningful professional development, dedicated time for collaboration, and effective coaching.
- (8) EA’s Response to Intervention Framework provides and guides effective student support.
- (9) Through a long and collegial partnership with Psychological Services Center, we provide high quality and systematic socio-emotional support to our students.
- (10) Teachers have high instructional capacity, especially around literacy due to a focus on literacy instruction.
- (11) EA provides parents many opportunities to be involved in their child’s education including parent-teacher conferences, exhibitions, CSP and Benchmark defenses, college advising workshops, and the Family-Teacher Collaborative (FTC).

Needs:

- (1) Math instruction needs to shift from skills-instruction to instruction aligned to the CCSS’s Standards of Mathematical Practice.
- (2) Our English Language Learners population is growing and more attention needs to be given to their language development needs.
- (3) We need to transition ELA and Math Interim Assessments from CST standards to Common Core State Standards and “Smarter Balanced like assessments” to better

prepare students for the next generation of assessments.

We have already started to focus on our areas of improvement in the last two years, making the following changes:

- (1) To improve math instruction, we hired a network math coach who coaches at EA a day and a half a week. She is an experienced math instructor, coach, and professional developer. She and her team of math leads have created a vision aligned to the demands of the Common Core State Standards, especially the Standards of Mathematical Practice. 70% of teacher “contact” time is spent on deeper, cross-cutting problems which require a team approach: group work, problem solving, discovery, discussion, productive struggle, real world “lab” setting or walking field trip. The remaining 30% of teacher contact time might be in a workshop format when new skills are introduced. To be able to do this, all math classes are utilizing blended learning. Half the class is on computers building math skills and the other half is with the teacher engaging in performance tasks aligned to Common Core State Standards in our CSP rubrics. By implementing this half and half rotation model, math teachers are able to “lower class size” and ensure students are getting the right level of challenge and support.
- (2) We also recognize that EA’s English Learners (ELs) population, at 13% of our student body, is growing. We have historically used differentiated instruction to support all students including ELs. With a growing population of ELs, we now provide our teachers with professional development focused on supporting language development. We will identify ELs and based on the level of proficiency, provide targeted English language development through classroom-based instruction in reading and writing. This, along with developing speaking and listening skills embedded in performance tasks, will allow the steady growth as shown by CELDT scores and redesignation of ELs.
- (3) Additionally, this past summer, our math and literacy coaches created the first draft of ELA and Math interim assessments aligned to CCSS. ELA and Math teachers have had opportunities to give input and feedback and we are ready to administer our first set of our new interim assessments in October. Administrators and coaches are preparing to have data conferences with the teachers to support them with data analysis and to create plans to reteach standards that their students have not mastered.

The last area of focus – creating and administrating interim assessments aligned to the CCSS – provides informative data to assess the progress of the other two areas: math instruction and supports for ELs. The results of these interim assessments will help us set goals, monitor progress, and inform our practices, especially in math instruction and support for English learners.

Partnership with ACOE

Envision Education and EA have embraced the partnership with ACOE and have benefitted from the high quality oversight and support from the Charter Schools Office. Most recently, ACOE has provided timely and informative resources and trainings to support the development of the Local Control Accountability Plan.

We are also excited to continue our multi-year partnership with Alameda County Office of Education to provide professional development and coaching on arts integrated performance assessment to other Alameda County schools. Through the generous funding of the William and Flora Hewlett Foundation, we have worked with a dozen Alameda County schools and hundreds of teachers. This spirit of charter and public school collaboration lives up to the promise and original intent of the charter school act and could serve as a model for other districts and counties throughout the country.

We appreciate the support of the ACOE staff and board over these past ten years and look forward to many years of fruitful partnership to come.

ENVISION TEAM APPROACH

Envision Education Mission and Vision

Envision Education is an innovative, non-profit educational organization established to create and sustain excellent, small public schools that serve diverse student bodies in the Bay Area. Envision Education manages three schools: City Arts and Technology (CAT) opened in San Francisco on August 31, 2004; Envision Academy, opened on August 21, 2006 in Oakland; and Impact Academy of Arts and Technology opened in Hayward in August 2007. The mission of Envision Education is to transform the lives of students – especially those who will be the first in their families to attend college – by preparing them for success in college and in life. At the core of our organization is a commitment to underserved students, for whom educational inequity is too often the status quo. We exist to interrupt that status quo, and we achieve our mission in two primary ways: through Envision Schools and Envision Learning Partners (ELP), which scales our Portfolio Defense Model to districts across the country.

At Envision Schools, we engage students in a transformational learning experience by expecting students to demonstrate mastery of challenging academic work and 21st Century Leadership Skills through performance; creating authentic projects and presenting their work to a public audience; completing a work place learning experience; forming deep relationships with staff; and participating in a community of learning. We believe that by entering, succeeding in, and graduating from college our students transform the trajectories of their lives and eventually their communities.

Envision's Core Values

We are passionate about meeting our mission and we do this through the actualization of our Core Values. In service of our mission, we use these core values to guide our actions and decisions every day with our colleagues, our students, their parents, and our partner organizations.

A *value* is what we believe is true about ourselves or what we aspire to. A *competency* is a pattern of thinking, feeling, acting, or speaking that enables us to be successful in a job or role.

Team

- We believe that collegiality and collaboration create community and richer solutions and that only by working together can we fully achieve our mission. We do this by:
 - Building trust, empathy, and alliances across diverse groups
 - Using structures to collaborate productively
 - Bringing positive intent and going to the source to resolve conflict

High Expectations

- We believe that if we set high expectations for ourselves, our team, and our students, then we will achieve breakthrough results. We do this by:
 - Relentlessly pursuing our mission and empowering our students

- Setting goals, planning a course of action, and delivering results
- Using evidence and making decisions based on data

Equity

- We believe in examining our biases, removing the predictability of success that correlates with race and other aspects of identity, and creating inclusive environments. We do this by:
 - Identifying biases in ourselves and inequities in our organization
 - Interrupting inequity by taking action and following through
 - Acting with honesty, humility, and integrity

Learning

- We believe in the power of learning and that by consistently examining both our successes and our failures we become smarter and stronger. We do this by:
 - Giving and accepting feedback
 - Reflecting on our work and demonstrating self-awareness
 - Engaging in ongoing learning and growth

Persistence

- We believe that the path toward accomplishing our vision is challenging, so we innovate, honor our commitments, and never give up. We do this by:
 - Demonstrating tenacity and resilience
 - Holding ourselves and others accountable
 - Engaging in creative problem solving

In addition to operating high-performing schools, Envision Education oversees Envision Learning Partners (ELP), which scales our model and delivers on the fundamental promise of charter schools: to incubate innovative, effective educational strategies and share them with district-run schools. Charged with spreading Envision’s Portfolio Defense model to districts across the country, ELP is the recognized leader in supporting schools to design and implement school improvement strategies via the Portfolio Defense model. ELP is Envision’s consultancy and training division and currently working with over fifty partner schools across the country, including teachers in both the Los Angeles, Sacramento City Unified School Districts and now Oakland Unified, supporting school and district leaders as they implement Portfolio Defense. ELP works with more than 1,000 teachers and leaders in 30+ schools and networks (district and charter) across the country to increase the number of students who are truly prepared for success in college, career and life. Through its coaching and professional development work, ELP is reaching over 200,000 students each year. This approach has demonstrated game-changing results for students, and has fundamentally changed teaching and assessment in a variety of school environments.

This year, the Stanford Center for Assessment, Learning and Equity (SCALE) has joined the Envision Learning Partners team. Together, we will continue to refine our resources and expand our approach of partnering with school and district leaders to design and implement rigorous,

reliable systems for evaluating learning and providing actionable feedback that meet the unique needs of each student. The new ELP will be able to support even more schools as they adopt and adapt the research and resources developed at Stanford University, helping teachers and school leaders give every student an educational experience where they feel confident and valued. This powerful approach gives schools and districts the tools and resources they need to prepare all of their students for the day after graduation—and produces lifelong learners with real power and opportunity.

ELP is in its second year of partnership with OUSD high schools supporting the Linked Learning pathway teams to implement--system-wide--their senior capstone project and presentation aligned to their graduate profile. Our ELP coach is working with teacher teams at Fremont, Life Academy, and Oakland Tech. We have recently secure grant funding to continue our partnership for the next two years.

For the last three years, ELP has also led the Bay Area Performance Network (BAPAN) which includes district and charter schools teachers interested in learning about performance assessment. BAPAN was founded on the conviction that Arts Education is integral to deeper student learning. Teachers across the Bay Area learn about performance assessment, design and implement performance assessment tasks, and share learnings and best practices.

History & Accomplishments

EA was founded by Envision Education, a non-profit public benefit corporation with an extensive level of expertise in the following areas critical to charter school success:

- **Curriculum, Instruction and Assessment**
- **Finance, Facilities, Operations, and Business Management; and**
- **Organization, Governance, and Administration**

In developing CAT, EA, and Impact, Envision Education has demonstrated the skills and capacity to create and operate successful charter schools (develop outstanding curriculum and school models, recruit students and families, hire excellent teachers, raise money, acquire facilities, and successfully operate schools).

Designed to serve low-income communities of color, Envision Schools have consistently achieved strong results for students across all three schools.

% Meeting or Exceeding Standards on SBAC	ELA				MATH			
	CAT Gr. 9-12	EA Gr. 9-12	IA Gr. 9-12	IA Gr. 6-8	CAT Gr. 9-12	EA Gr. 9-12	IA Gr. 9-12	IA Gr. 6-8
2014-15	43%	38%	78%	--	19%	8%	43%	--
2015-16	57%	44%	82%	--	15%	11%	36%	--
2016-17	64%	43%	79%	58%	29%	19%	33%	29%

In low-income communities, only 14%² of students who begin college receive a bachelor’s degree and only 67%³ of students who complete high school even enroll in college. At Envision Schools, students are enrolling and persisting in college at much higher rates.

College	College Enrollment During First Year After High School		
	CAT	EA	IA
Class of 2014	86%	80%	89%
Class of 2015	78%	77%	83%
Class of 2016	80%	80%	82%
Black/African American			
	CAT	EA	IA
Class of 2014	75% (15/20)	92% (12/13)	90% (17/19)
Class of 2015	69% (9/13)	71% (22/31)	77% (13/17)
Class of 2016	77% (24/31)	82% (31/38)	78% (14/18)
Hispanic/Latino			
	CAT	EA	IA
Class of 2014	88% (49/56)	73% (11/15)	92% (35/38)
Class of 2015	75% (33/44)	83% (24/29)	85% (29/34)
Class of 2016	86% (31/36)	77% (30/39)	84% (58/69)

Leadership Team Members for Envision Academy

Our capacity to successfully expand Envision Academy is demonstrated not only by Envision Schools’ track record, but the leadership team’s experience and credentials. The Envision Academy Middle Grades will be led by Jessica Fyles, who will serve as Founding Principal and is already on staff to design the middle grades program based on community need. She will partner with the High School Principal of Envision Academy to ensure a cohesive 6th – 12th grade program. Their profiles are below:

Jessica Fyles, Founding Principal, EA Middle Grades

Jessica Fyles will be the Founding Principal, Envision Academy Middle Grades. Currently in her third year as Vice Principal of Operations for Envision Academy, Ms. Fyles is an experienced school leader who leads students and teachers expertly and who knows the Envision model well. She first joined the organization in 2009 as an Instructional Aide at our San Francisco high school, City Arts & Tech (CAT). Within six months, she had transitioned into a Learning Specialist position, and later became a Lead Learning Specialist at CAT. She remained in that capacity until 2014, when she left Envision for one year, to lead Archbishop Riordan High

² National Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_ctr.asp
³ National Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_cpa.asp

School's schoolwide professional development trainings, using design-thinking to focus on school culture and academic instruction. One year later (2015), she returned, this time as the Vice Principal of Operations for Envision Academy in Oakland.

She is an alumna of New Leaders' Program. She holds a Clear Administrative Services Credential. She has a Masters in Special Education from San Francisco State University, and a Bachelors in Urban Studies from Vassar College. Ms. Fyles comes to the position with the following key skills and experiences that will enable her to be an effective and inspiring leader:

- As a woman of color, she can identify with our population and relate to their experiences. This is especially important to Envision, which has been focusing on equity, diversity and inclusion for the adults in our network, in service of realizing stronger outcomes for students; we know that students of all backgrounds benefit from having teachers and leaders of color in their schools.
- She clearly thrives in a small school environment and is able to generate enthusiasm and support among staff, community partners, students and families for the mission of the organization. Ms. Fyles is constantly looking for ways to engage students and families and be responsive to their needs, from planning a comprehensive celebration for seniors this year to see them through the toughest days and weeks of "senioritis" to helping students realize their vision for a community mural, to many other examples of building and sustaining a vibrant school culture where students feel a strong sense of belonging.
- She possesses the critical skill of being able to "zoom in" and "zoom out" for her school community. Perhaps one of the most important abilities for a principal to have, she is able to be personally supportive and present to students who are dealing with challenges and help them navigate through them, and then she can turn to the system and lead efforts to build systemic supports to address similar challenges in the future. This is particularly needed in Envision's urban environment, where students frequently come to school with experiences of trauma.
- She has been implementing the Envision Model, first as a teacher and then as an administrative leader, for eight years, and understands what it takes to implement it successfully. Her extensive experience with our model helps her lead her staff to deliver the Portfolio Defense experience to our students each year, especially with new-to-Envision teachers and staff.
- Through her work with New Leaders, Ms. Fyles coached a group of Envision teachers to create action plans for reaching instructional and teacher practice goals, and then presented her coaching work to her New Leaders cohort. Similarly, she led a team of 11th grade teachers in a process to collect and analyze student data, and then use results to plan and implement improvements. Her leadership of that team led to stronger results for our students.
- She builds strong relationships with both students and teachers, characterized by high expectations and consistent support, and demonstrates excellent interpersonal skills including collaboration, a team orientation, and an ability to lead and inspire.
- As Vice Principal, she has effectively prioritized and managed multiple initiatives and projects simultaneously. She has developed many systems to deliver more effective, timely and accurate data sources for the administrative team and teachers, as well as for students and families. These include systems for tracking and improving attendance and

tracking progress towards graduation. The latter includes tools that help students and families understand student progress towards completing the A-G course requirements (as 100% of our students do) and progress towards completing our rigorous defense requirements in 10th and 12th grade. She then shared these tools and strategies with Envision Education's other schools, having a direct positive impact on the entire network.

Eve Gordon, Principal, EA High School

Eve is in her first year as Principal of Envision Academy, bringing nearly two decades of experience as a teacher, school leader, and leadership coach. Eve began her career in education as a middle school humanities teacher, and then served as a teacher leader and school design coach in San Francisco, Oakland, and San Lorenzo. In these roles, Eve deepened her knowledge and practice in equity-centered education, leading inquiry processes with teachers and broader school communities in order to meet student needs, and developing high quality professional development for teachers. Later, Eve was Principal of MetWest High School in Oakland Unified School District (OUSD), strengthening its academic program, coaching, supervising, and evaluating teachers, and leading improvement efforts at the school and throughout the district. She also worked as a lead evaluator on OUSD's School Quality Review team coordinating an extensive continuous school improvement process for 11 schools.

The principals of Envision Academy will be supported by the following Envision Education leadership team.

Gia Truong, CEO

Gia Truong is Envision Education's CEO. Envision's unique approach consists of two strategies: operating charter schools and providing training and consulting services to others through its Envision Learning Partners division. Under Gia's leadership, our acclaimed Portfolio Defense model is helping students, in our schools and around the country, develop what they need most to thrive: academic knowledge, leadership skills, the ability to reflect, and a mindset for growth. Gia leads Envision with a strong commitment to and focus on educational equity for all students, as well as a focus on providing exceptional Deeper Learning opportunities to students.

Gia is a Leading for Equity Fellow with the National Equity Project, where she collaborates with other leaders to foster positive change on behalf of historically under-served students and families. She is also a member of Education Leaders of Color, an organization dedicated to elevating the leadership, voices and influence of people of color in education.

Prior to joining Envision, Gia was the Executive Officer of Oakland Unified's Curriculum and Instruction Department, where she led strategic planning and reorganization, as well as OUSD's Effective Principals and Leadership Task Force. Prior to that she was OUSD's Network Executive Officer and led a network of middle schools. She also served as principal of Urban Promise Academy and as a teacher for 8 years in both district and charter schools. Gia has a B.A. in Psychology with a minor in Asian-American Studies from San Francisco State University, an M.A. in Teaching from Brown University, and earned her Administrative Credential through the New Leaders Principal Residency Program.

Sarah Chostner, Chief People & Growth Officer

Sarah leads and supports the talent, growth, development and communications teams at Envision. Prior to joining Envision, Sarah served in multiple roles at Summit Public Schools, leading adult learning, summer programming, growth, and facilities. Sarah began her career in education at the Bridgespan Group in Boston, advising nonprofits in strategy, and she discovered her passion for education through teaching a theater program in Boston Public Schools in college. Sarah holds an A.B. in Astronomy & Astrophysics from Harvard College and a joint Master's in Education and M.B.A from Stanford University.

Laura Robell, Chief Schools Officer

Laura Robell oversees the schools, leaders and instructional program for the entire Envision network. Laura has more than 18 years of teaching and leadership experience in the Bay Area. Previously, Ms. Robell was the principal at Envision Academy. Ms. Robell was also the Managing Director of Programs for New Leaders in the Bay Area and principal and founding administrator of Elmhurst Community Prep (ECP), a middle school in Oakland Unified School District, for four years. Prior to becoming a principal, she taught English and journalism at San Lorenzo High School. Laura holds a Bachelors from Duke University and a Masters in education from Stanford.

Justin Wells, Executive Director, Envision Learning Partners

Justin Wells is the Executive Director, Envision Learning Partners. As the founding English teacher of Envision's first school, Justin helped develop Envision's graduation portfolio and defense system. For six years, he led teacher teams in the design and implementation of semester-long, multidisciplinary projects that drew recognition, media coverage, and research attention from ABC News, KQED, Stanford University, the Oracle Education Foundation, and the Partnership for 21st Century Skills. Recently, Justin served as the associate research director for performance assessment at the Stanford Center for Assessment, Learning, and Equity (SCALE), where, among other Common Core transition projects, he designed the prototype performance tasks for the Smarter Balanced Assessment Consortium (SBAC). Justin recently coauthored, along with Bob Lenz and Sally Kingston, a new book about the Envision education model: *Transforming Schools Using ProjectBased Learning, Performance Assessment, and Common Core Standards* (Wiley, January 2015).

Carole Fisher, Director of Special Education

Carole Fisher is Envision Education's Director of Special Education. She has been in the field of education for 20 years and held a variety of classroom and administrative positions in general and special education. She began her career in education in Michigan and has also worked in public and charter schools in southern California.

Carole holds a B.S. in Social Science with a minor in Biology from Marygrove College in Detroit and a Master of Arts in Special Education from National University. She has helped establish policies and developed the special education and English language learner programs for School for Integrated Academics and Technologies, a multi-state public charter high school.

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: *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. —California Education Code Section 47605(b)(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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.—California Education Code Section 47605(b)(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.—California Education Code Section 47605(b)(5)(A)(iii)

Envision Academy

With the approval of this material revision, Envision Academy will serve middle and high school students, grades 6 through 12, in Oakland. EA’s primary mission is to inspire and prepare ALL students, especially those who will be first in their family to attend college, to succeed in college and in life. We engage diverse student bodies in rigorous and authentic education through an interdisciplinary curriculum, traditional academic course work, standards-based instruction, leadership skills preparation, and a performance assessment portfolio system.

As a school, EA has established Core Values that mirror and support the core values of Envision Education. In service of the mission, EA uses these core values to guide their actions and decisions every day with colleagues, students, parents, and partner organizations:

- **Discipline:** We discipline ourselves so that no one else has to.
- **Growth:** We are committed to lifelong learning and personal growth.
- **Community:** We work hard and take responsibility for the success of all members of our community.
- **Justice:** We are empowered agents of change for social justice and equity.
- **Respect:** We seek to see the best in each other and treat one another with dignity. We

give respect in order to get respect.

The hallmark of EA is a personalized curriculum that integrates our Core Values, rigorous academics, technology, and creativity, enabling students to become self-motivated, competent, lifelong learners.

EA will continue to achieve its mission and contribute to fulfilling the legislative intent of the Charter Schools Act of 1992. This petition contains reasonably comprehensive descriptions of the elements described in California Education Code Section 47605(b)(5)(A)-(O).

Targeted School Population/Students To Be Served

Envision Academy is an urban school located in downtown Oakland that, with the approval of these material revisions, will serve students in grades 6-12. Currently, EA serves 413 students in grades 9-12. 85% of our students live in the Oakland Unified School District (OUSD) attendance area and would have attended OUSD schools (primarily McClymonds, Fremont and Castlemont high schools) if they were not attending our school. Our high school community consists primarily of students from low-income families (78%) and communities of color (97%). 76% of our students will be the first in their families to graduate from college. Based on research, best practices, and the lessons learned from over many years of experience with charter high schools, our small school design is specifically geared to enable diverse and traditionally underserved students to succeed in an academically challenging environment.

We anticipate that the demographics of our middle school students will be similar to that of the high school. Below are the historical and future enrollment numbers for Envision Academy, including the proposed middle grades.

Envision Academy Enrollment

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
6 th	-	-	-	110	110	110
7 th	-	-	-	-	110	110
8 th	-	-	-	-	-	110
9 th	110	109	115	115	115	115
10 th	115	109	106	110	110	110
11 th	97	102	96	96	96	96
12 th	81	93	96	92	92	92
Total	403	413	413	523	633	743

EA is truly representative of the diversity of Oakland and Alameda County and seeks students from diverse ethnic, socioeconomic, academic, cultural, and geographical backgrounds. EA is committed to narrowing the existing achievement gap between students of different socioeconomic backgrounds and races.

2017-18 Demographics: Envision Academy Compared to Surrounding County/District

Demographics	EA	ACOE	OUSD
by Race			
American Indian/Alaskan Native	2%	0.3%	0.2%
Asian	2%	25%	13%
Black/African American	34%	10%	24%
Filipino	<1%	5%	1%
Hispanic	55%	34%	46%
Multiracial	3%	6%	4%
Native Hawaiian/Other Pacific Islander	2%	1%	1%
White	3%	18%	10%
Additional Subgroups			
EL	13%	21%	31%
IEP	12%	11%	12%
Socio-economically Disadvantaged	78%	45%	76%

Parent Education Level ⁴		
EA	2012-2013	2013-2014
Students who will be first generation college graduate	82% (259)	78% (267)
Post-Graduate/Graduate School	4%	4% (13)
College Graduate	9%	12% (40)
Some College	35%	28% (97)
High School Graduate	23%	26% (88)
Not a High School Graduate	24%	24% (82)
Unknown or N/A	4%	7% (23)

It is the explicit goal of Envision Education to ensure that the student population at EA is reflective of the racial and ethnic balance within the territorial jurisdiction of the Oakland Unified School District population and that EA serves significant numbers of underserved students, many of who will be among the first in their family to graduate from college. EA strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different

⁴ Definition of first generation college graduate: Students who have parents who have not graduated from college (includes students with parents in the following categories: some college, high school graduate, not a high school graduate)

viewpoints and find the commonalities in all people.

To this end, EA will engage in a variety of means and strategies to achieve a racially and ethnically diverse student population while enrolling students in our new Middle Grades. To implement effective recruitment strategies, Envision Education currently has an Enrollment Manager at the network level, Oakland Community Organizer, and EA Family Liaison. The school aims to attract a diverse student body through an active recruitment program and by establishing partnerships with public and private schools, youth programs, and community organizations. EA's student recruiting will continue to target disadvantaged youth by working with local community-based organizations and social service providers to make sure that disadvantaged youth know about, are familiar with, and attend EA.

Additionally for Middle Grades, we will recruit the siblings of Upper Grade students, in order to maintain diversity, community, and familial bonds. We anticipate that nearly 1/3 of our Middle Grade students will have siblings in the Upper Grades. For more information on specific recruitment strategies, please see Element G.

School Climate

Students and families consistently state that the quality of our relationships is central to the school climate at EA. At EA our students, teachers, staff, and families function as a family, and our advisory program is at the center of our community.

All students at EA participate in advisory, a period during the school day that focuses on building skills to be successful in college and in life. During advisory, advisors develop close relationships with advisees and become the students' advocate. This ensures that every student at EA feels that they have an adult that knows them at the school. Advisory will be central in our new Middle Grades. Students will start and end each day with their mentorship group to set goals, check in and do backpack and organization checks before going home. We know that building trusting and supportive relationships with middle school students is particularly vital to their success in school and so will focus on character development, community building, and goal setting, as well as implementing community building restorative justice practices and preparation for the 8th grade Promotion Portfolio defense.

In Lower Division Advisory (9th and 10th grades) EA implements units on community building circles, Leadership Skills, bullying, team building, and Benchmark Portfolio preparation. These units directly relate to EA's College Ready Work Habits and Resilience. In Upper Division (11th and 12th grades) EA implements units on internships (Workplace Learning Experience), SAT prep, college applications, and College Success Portfolio. Advisors in partnership with the college counselor lead students through the college application process, ensuring every EA student applies to a 2 or 4-year college.

In 2014, EA introduced a new Restorative Justice (RJ) initiative to improve student engagement and ownership in issues of school culture. A key aim of our restorative justice program across Envision Education schools is to build a sense of pride, membership, empathy, and mutual

respect between students, and between students and adults in our school. At our core, advisory serves as the place where students participate in Community Building Circles to begin developing the types of relationships that power a successful restorative community. To belong, each student must be seen and heard. The Community Building Circle process we use in our advisory curriculum provides the means for everyone to belong and to feel significant. We believe that the routine use of Community Building Circles first in advisory, and then in other settings such as classrooms and meetings, can ensure a healthy, restorative community at EA in grades 6-12.

Furthermore, EA builds a unified culture of belonging through school-wide community meetings, a public meeting every other week that focuses on building community, school spirit, student recognition, and EA's Leadership Skills. During community meeting students play spirit games, receive leadership and academic awards, collaborate productively as advisories in competitions, give props, and learn about college and career related programs and opportunities.

Through Panorama, a national organization that uses data to support student outcomes, EA has administered a student survey this year to gauge feelings of safety and connectedness to the school. Our baseline data this year has given us both strengths and areas for improvement. EA expects to increase student feelings of safety and decrease the suspension rate through policies and programs that help students feel connected to the school.

Parent Involvement

EA works to engage parents in multiple ways through the Family Teacher Collaborative (FTC), Leadership Council, student-led conferences, and family events. Parents participate in monthly FTC meetings that discuss upcoming EA events, EA policies and volunteer opportunities.

With the addition of 6th grade in fall 2019 (and 7th and 8th grades in the following years), our staff will collaborate closely with parents to build the culture and community that will form the backbone of our Middle Grades. We are starting by listening to and learning from current Envision Academy parents about what they would have wanted to see in an Envision middle school and how we can serve their needs. Furthermore, we will...

- Develop and manage relationships with a broad base of constituents from targeted neighborhoods (including community-based organizations, faith-based institutions, public officials, local government agencies, social service agencies, teachers and school leaders)
- Conduct one-to-one visits with parents and community members, and execute listening campaigns with families from Oakland to understand their hopes for education
- Build community amongst parents across racial, ethnic, cultural, and socioeconomic lines
- Mobilize and prepare families to meet with public officials, including local school board members
- Advocate for the best interests of the families who are part of the Envision community on Oakland issues

EA students and families participate in student-led conferences to learn about the progress of the EA student. EA invites families to these conferences through mailings, emails, and phone calls home in both Spanish and English. If a family doesn't participate, then the learning specialist or advisor follows up with that student's family.

In order to further engage families, this year EA has hired a parent liaison who will help organize FTC meetings and plan EA family events. Further EA plans to administer the Panorama survey to parents again next year to better understand how connected their student and family feels to the EA community. Based on the results from the survey, EA will make goals to further engage parents and families.

Attendance

The key to increased learning is better use of school time and a schedule that maximizes performance, creativity, and opportunities for collaboration. The EA schedule for students generally operates from 8:30 a.m. until 3:45 p.m. and can be adjusted on an annual basis to best meet the needs of our students. We plan to offer our Middle Grade students an after school program. EA meets all state requirements for annual minutes of instruction to ensure our students are prepared for success in college (see **Appendix B** for 2017-2018 school calendar and bell schedule). We expect our middle grades attendance to exceed our current attendance rates, reaching 95% or higher each year.

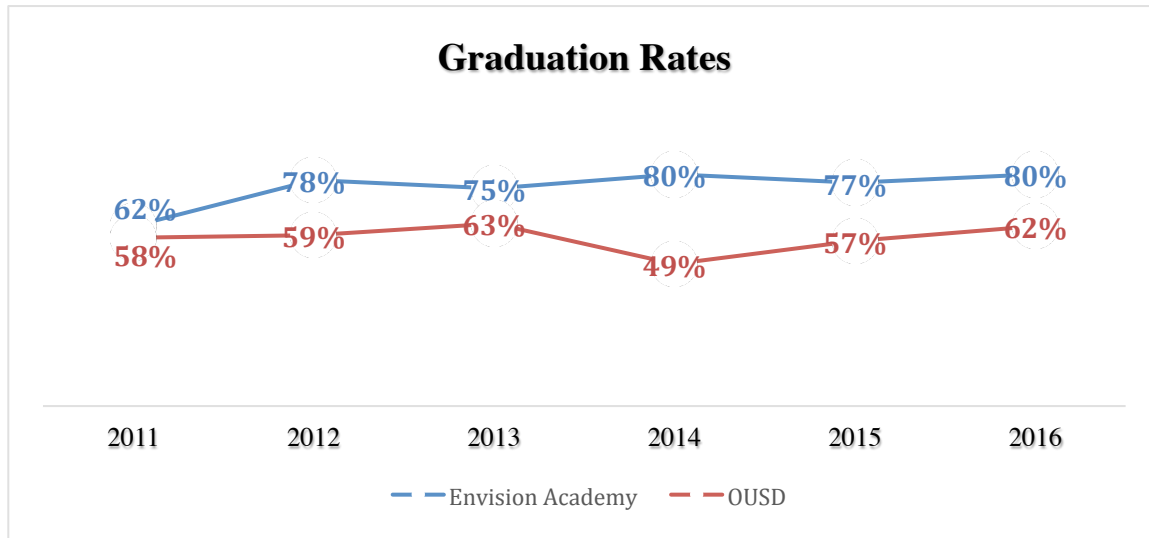
Student Engagement

EA develops a strong student and staff culture through student and staff involvement in leadership activities, sports and clubs. Students participate in leadership groups such as ASB (Associated Student Body) that helps with school dances, school spirit and assemblies. Students are also participating in Leadership Council, which is a group that makes policy decisions during the school year. This group includes the class president from each grade, administrators, parents from each grade, and a teacher from each grade. EA also has student ambassadors who act as representatives of the school and community. These students give tours to incoming 8th graders about Envision, talk to visitors who want to learn more about Envision Education or Envision Learning Partners, and talk to policy makers from DC or Sacramento.

Besides leadership opportunities, students participate in sports and clubs. EA partners with OCSC Sailing to develop a first ever sailing team called EAST (Envision Academy Sailing Team). Students also participate in sports from soccer to volleyball to step team. The boys' basketball team has won the league for the last four years and competed in Oakland Athletic League and State playoffs. This year the drama teacher has developed a youth ensemble that will perform two plays in the fall and spring.

In order to further engage African American boys, EA developed an "Own Up" intervention program. Each school year, EA administrators select students who would benefit from such an intervention and provide socio-emotional counseling and intervention classes through the advisory program. Through this intervention, EA hopes to increase the graduation rates for our African American students to 92%.

Because of EA's strong student culture and new initiatives to involve students, EA's graduation rate has increased over the past three years and has consistently stayed higher than Oakland Unified's graduation rate (see below). Most notably, EA's African American graduation rate has been consistently higher than the overall school graduation rate at 82% in 2016, 71% in 2015, 92% in 2014, 77% in 2013, 85% in 2012, and 75% in 2011.



21st Century Learning

EA’s overall goal is to develop students who attain the academic and non-academic skills and knowledge necessary to be an educated person in the 21st century. Overall, EA students will graduate ready for college, community, and career, having mastered (1) core academic content, (2) leadership/personal skills, and (3) art and technology skills. Within these areas of focus fall the skills and qualities important for an educated person in the 21st century. The following are our goals to help students be competitive and prepared for success in the 21st century. Students can:

- Communicate effectively and persuasively when speaking and writing.
- Think independently and critically, solve problems, make informed decisions, and navigate across cultures
- Read critically and analyze information effectively in a variety of disciplines, formats, and mediums.
- Problem solve, utilizing mathematical knowledge and skills
- Apply scientific and mathematical skills, consume scientific data critically, create models, inquire, and analyze phenomenon
- Use technology as a tool to access information, problem solve, and communicate.
- Interpret experience, create, and/or perform artistic work.
- Speak and write effectively in a second language.
- Demonstrate knowledge, skills, and self-discipline necessary to achieve and maintain physical and emotional well-being.
- Exhibit leadership through service in the community.
- Make good choice to maintain a healthy and safe life.
- Demonstrate interpersonal, critical thinking, and project management skills.

How Learning Best Occurs/Curriculum/Instructional Design

Our Big Goal

At Envision Education we are focused on rigor. By rigor we mean complexity: the ability to think like a historian or mathematician, the ability to apply the leadership skills necessary in college and life, and the ability to reflect about one's personal journey as a learner. In short, we are about students *knowing, doing* and *reflecting*. The *know, do, reflect* framework is prominent in our graduate profile as well as our College Success Portfolio system.

- **Portfolio Defense and Defense on Demand**

Our **Portfolio Defense** assessment model authentically measures the most important things students need to learn in order to succeed in college and career: academic content, leadership skills, and competencies such as reflection and growth mindset. In order to advance from 8th to 9th grades, from 10th to 11th, and ultimately to graduate, every student stands before a panel of teachers, peers and community members and demonstrates that they are ready for the next academic challenge. In a masters-like defense, they tell the story of their education journey and respond to critical questions from the panel. The process is empowering: it prepares students to set educational goals, persist through challenges, and succeed on their chosen paths of college and career. Our teachers map backwards from the defenses in 8th, 10th and 12th grade to design their instruction and curricula, so that our courses and the work our students do help students develop the skills and content knowledge they need to succeed in their defense presentations. Content and skills come together in strong project- based learning, students use the artifacts – evidence of what they've learned – from completed projects to defend their academic knowledge and skills and to demonstrate that they are ready for the next challenge.

This past year, we piloted a new defense initiative for middle grades at our expanded Impact Academy in Hayward: **Defense on Demand (DOD)**. DOD is based on our Portfolio Defense model, but adapted to focus more on growth mindset and academic identity and to be developmentally appropriate for younger students. Defense on Demand engages students in multiple reflections on their academic growth and leadership skills: students reflect on a specific skill, such as collaboration or a mathematics unit, and then record a video of themselves showing (i.e., "defending") how they have grown in that area. As they go through middle school, they collect multiple reflections and videos, each one a moment in time in which they are reflecting upon and describing their growth. At the end of 8th grade, they have a history of their development to look back on, a process that helps them realize and own the progress they have made and that catalyzes future growth and reflection.

- **Strong Rubrics:** Our Portfolio Defense system utilizes rubrics designed by the Stanford Center for Assessment, Learning and Equity to measure students' development towards proficiency on the four core competencies necessary for college success: inquiry, research, analysis, creative expression.
- **Guides:** We created the position of Guides in order to maximize the power of

personalized and blended learning in our model. Our Guides do the following:

- Provide Personalized Learning Support: They support students as they use adaptive online tech tools and platforms for personalized reading, writing, and math learning and growth
 - Collaborate with other Guides and teachers to manage and facilitate Flex Time skill building and small group instruction for students
 - Use weekly data-cycles to help students, in 1on1 sessions, identify their next area of growth and learning goals
 - Serve as Advisors and teach daily advisory curriculum for a small group of students
- **Flex Time:** The structure in our middle school includes Daily Flex Time, making time for adaptive online reading, writing, and math skills practice and progress, and for targeted individual support or small-group interventions. During Daily Flex Time, teachers and Guides provide targeted instruction, Learning Specialists work with our IEP students, and Guides help students manage their work and goals independently. Students also can use the time on their STEM and Humanities projects. With Guides working closely with students during Daily Flex, students are working at their own pace and directing their own learning, while being held accountable by the Guides for covering the required standards.
 - **Personalized and Blended Learning:** Our middle school is focused on providing high quality personalized and blended learning. We will provide 1:1 access to Chromebooks, and students use these with skill-building platforms, including PowerUp, ReadingPlus and MyOn for English Language Arts and Khan Academy for Mathematics. We also use TCI for Humanities, an engaging, project-based, online social studies curriculum. To engage students in monitoring their own progress, we use Google Classroom and students and families have regular access to students' progress and grades through PowerSchool.
 - **Project-Based Learning resources:** Because our schools utilize project-based learning as a primary pedagogical strategy, we are constantly innovating our curricula to be relevant to students. As a result, we use a variety of resources to support rigorous PBL and we choose resources based on the objectives of a given project. Some of the curricula we are using this year include: TCI (from Stanford University) and Facing History to support project based learning in Humanities PBL, Expeditionary Learning modules, and Math Links.

For our new Oakland middle school, our teachers will have the autonomy to design their own curricula. We will support them by sharing high-quality curricula from Impact Academy Middle Grades, which they can use and adapt to their students, projects, and goals, as well as by sharing the resources mentioned above. Teachers also work in subject and grade level teams, and are supported by instructional coaches, to ensure standards and alignment. In the case of math, our math teachers will use common performance tasks, as part of our network-wide focus on improving math outcomes.

Distinguishing Features of the Educational Program at Envision Academy

We believe that Rigor, Relevance, and Relationship equal Results. We used this framework to design our educational program at Envision Education and Envision Academy:

- **Rigorous College-Prep Courses (Rigor):** Aligned to the EE mission, the goal of Envision Academy is to prepare all of our students to enter, be successful in, and graduate from college. All of our students take rigorous, A-G aligned courses to be eligible for the UC and CSU systems. All of our Middle Grades students will take rigorous skill and project based courses that ensure all students are ready for grade-level work and beyond when they enter the 9th grade. These courses focus on helping students master essential content standards and the Envision 21st Century Leadership Skills: Critical Thinking, Effective Project Management, Productive Collaboration, and Powerful Communication.
- **Performance-Based Assessments (Rigor & Results):** All students, in order to earn their diploma, are required to defend in front of a panel, their family, and fellow classmates their College Success Portfolio in 12th grade, their Benchmark Portfolio in 10th grade, and their Promotion Portfolio in 8th grade. This Portfolio contains evidence of the student's mastery of the Envision 21st Century Leadership Skills and in four Competencies: Research, Analysis, Creative Expression, and Inquiry.
- **Standardized Testing (Results):** Envision Academy students are prepared to do well on standardized tests including the California Assessment of Student Performance and Progress (CAASPP) in 6th, 7th, 8th and 11th grades and college entrance tests.
- **Interventions/RTI (Results):** In order to achieve these results, Envision Academy has introduced interventions into the school day to support students who enter our school far below grade level. Interventions include: Accelerated Reader, SAT Prep, CollegeSpring, Office Hours (extended day tutoring and homework support program), and college application support. Middle Grades interventions will occur during multiple periods each day in which students receive personalized and small group support to ensure grade-level proficiency in reading, writing, and math. Using the RTI framework, students are targeted for additional interventions based on data, including: in-class academic interventions, Own Up, PSC group counseling, PSC individual counseling, and office hours.
- **Exhibitions & Workplace Learning Experience (Relevance):** Teaching and learning at Envision Academy focuses on project-based learning, with real-world applications. This model will be expanded in our Middle Grades, where students will engage in their deeper learning projects. This will prepare students for deeper learning and workplace learning experiences in their high school grades, where students share their interdisciplinary projects throughout the year with their parents and the school community in public Exhibitions. In addition, 11th graders are required to complete an 80-hour Workplace Learning Experience (WLE), in which they design a project and implement it at their

internship site. Their results and reflection are shared with the community at the WLE Exhibition held in the spring.

- **Technology & Art (Relevance):** Envision Academy integrates art and technology into the curriculum. In the Middle Grades, students will have daily access to computers and other technology in order to ensure personalized and differentiated instruction. During rotating electives courses, students will be able to explore arts and tech through potential courses like drama, visual art, design, robotics, or computer programming. Students take Digital Media Literacy & Expression and Performing Arts while in high school. Students learn 21st Century leadership skills through regular use of computer technology – the school maintains a 2:1 ratio of students to laptop computers with the intention to expand to a 1:1 ratio in the Middle Grades. Also, Envision Academy has increased its focus on small group instruction and personalized learning during the math block, through the use of technology. In addition to teacher led small group instruction, personalized learning will be accomplished using a blended rotation model. In this model, students will be on the computer working with adaptive math software, such as IXL and Khan Academy. Math teachers assign specific skills to students and can monitor/track student progress and program activity throughout, aligning work to students’ areas of weakness and learning goals. We will build upon this model in the Middle Grades.
- **Advisory (Relationships):** With approximately 415 students, Envision Academy maintains an intentionally small school community. After the addition of approximately 330 middle grades students, our total school size will reach approximately 745 students. Class sizes are generally lower than other public schools so that students can receive personalized attention from teachers. The small school structure promotes the development of strong, supportive relationships among students and staff. In addition, each student has an Advisor, who takes special responsibility for advocating for his or her students, making sure they do not fall through the cracks, and serving as a liaison with their families. Our Middle Grades will include advisory/mentorship groups.
- **Extra-Curricular (Relevance):** Envision Academy of Arts and Technology offers other special features as well. Envision Academy is part of BACSAC, which is the Bay Area Charter Schools Athletic Conference. Students can participate on athletic teams including cross-country, volleyball, soccer, basketball, sailing and step. We also have organized extracurricular programs such as: ASB/student government, BUILD, Student Leadership Group, Glee Club, Yearbook, Debate, GSA, Kalpulli, and Theater. Students also take field trips regularly, especially to visit universities and to attend arts events. Our Middle Grades will include physical activity as part of our weekly schedule as well as clubs and sports for Middle Grades students only outside of school hours, as determined by student interest.
- **Partnerships (Relationships):** Schools must become ‘schools without walls’ in which students have consistent opportunities to interact with successful adults in the world of work. EA will continue to utilize a wide variety of mechanisms to integrate the concerns

of post-secondary life with the curriculum of the school. These mechanisms include internships and rigorous, authentic exhibitions that are integrated into the schedule. Middle grades students will engage their families and community through exhibitions and deeper learning projects. 11th and 12th grade students work in local organizations each year, with educators and mentors from the community jointly developing standards for performance.

Instructional Design for Middle Grades Expansion

Our Middle Grades will support our students' literacy and numeracy skills, so that when they enter the high school grades, they are already equipped with and ready to use the foundational skills they need for the college-ready work we know they are capable of. All of our entering 9th graders take the STAR reading assessment. In 2015 our entering 9th graders' Average Reading Level was: 6.6 Lexile: 950L. This means 35/123 (28%) of our 9th graders enter Envision Academy reading at grade level.

The problems our Middle Grades are trying to solve:

- **Lack of Student Independence:** Because our high school students do not yet have the skills to independently create college-ready work, teachers are required to do the heavy lifting in our portfolio defense process. Teachers do not have access to real-time student data they can use to target foundational skills and build independence.
- **Need for Stronger Career Readiness:** Most of our portfolio projects are not aligned or applicable to professional career competencies.

The Middle Grades will incubate new approaches to our student defense and project portfolio design. With these approaches at the core, Envision Academy's Middle Grades will employ flexible scheduling, mixed grade intervention, and multi-disciplinary projects tied to career competencies. We will train staff to use strategies that allow students to direct the pace and path of their learning. By combining this innovative approach with the power and efficacy of our established defense and portfolio systems, our Middle Grades students will truly be ready for success in the high school grades and beyond.

Our Middle Grades will employ the following strategies to address the need for greater student independence:

- **Personalized Learning Time:** Students working independently on common core standards, directing their own path at their own pace;
- **Multi-Disciplinary Projects:** Grade-level humanities and STEM projects, taught in a 3 Station-Rotation Blended Learning Model;
- **Mentorship:** Goal-setting and reflection, 21st Century Skills, leadership training for students to take on school roles: techsperts, data ninjas, PLTs (personalized learning tutors), etc.

Throughout their school day, students will be able to work both independently and in small groups on common core standards, directing their own path at their own pace.

- 1-to-1 Computers
- Computer-Based Assessment/Intervention Programs, for example: NWEA, Lexia, Reading Plus, Newsela, IXL, ST math, Think Through Math, Khan
- 6-12 Competency-Based Learning Progression: Defenses are not simply summative, but teachers have access to real-time student data and can personalize skill development accordingly
- Dashboard/LMS: includes the competency-based learning progression rubrics, common core skills, playlist resources to address skills, and 21st Century Leadership Skills
- Facilities and Furniture: allowing for flexible spaces, scheduling, & learning

We envision a daily schedule consisting of individual, small group, and whole class groupings.

Sample Daily Schedule
Personalized Reading (40 min) Break-Out Rooms: Small Group Instruction and Reading Plus Flex Space: iReady, Newsela, SSR, Lit Circles
STEM Project Block (2 hours) Multi-disciplinary STEM projects (building models, coding, graphic design, experiments) tied to Common Core Standards, career competencies, and entrepreneurial technology. - Station-Rotation - Work-Shop Model - Socratic Seminars
Personalized Math (40 min) Break-Out Rooms: Small Group Instruction, ST Math Flex Space: IXL, Khan, Think Through Math, Project Ext
Lunch (30 min)
Electives, Advisory, PE (1 hour) Mentorship, Goal-Setting/ Reflection Leadership Training/Collaboration/Teamwork Arts, Drama, Music, Coding, Robotics Sports/P.E.
Humanities Project Block (2 hours) Multi-disciplinary humanities projects (current events, leadership, networking, surveys) tied to Common Core Standards, career competencies, and entrepreneurial technology. - Station-Rotation

- Work-Shop Model - Socratic Seminars
Personalized Writing (40 min) Break-Out Rooms: Small Group Instruction, No Red Ink Flex Space: No Red Ink, Revisions, Peer Editing
After School Programming

To truly develop and strengthen career readiness among our students and build their social and professional networks, we propose to partner with local tech company professionals who can provide valuable feedback to students on their projects, as well as real-world points of view on students' course of study.

Technology job opportunities continue to grow at an impressive rate, and our students need access to those jobs. Intel, Google, and Apple have recently introduced plans for and committed millions of dollars to diversifying their workforces, which are currently over 80% male and 50% white, with less than 5% of U.S. based employees being Latino or African-American. These tech companies, and many that are following their lead, understand that it will be difficult to innovate without being diverse and inclusive. The students we will enroll for our first middle school live adjacent to some of the world's largest tech companies, and yet they do not currently have access to the professional opportunities, wealth, and potential for human impact that a career in the tech industry would afford.

Our Middle Grades will employ the following strategies to address the need for stronger career readiness programs:

- **Residency Program:** Entrepreneurial technology projects in collaboration with a tech company and BUILD (a program that offers students entrepreneurship experience designed to reinforce the Common Core and develop 21st Century Skills);
- **Multi-Disciplinary Projects:** Grade-level humanities and STEM projects, tied to common core standards and the residency program, that incorporate career competencies such as building and leveraging professional networks, developing professional etiquette and skills, and accessing the right supports and opportunities.

We are currently in Year 0, a planning year, to open our Middle Grades. We will begin with an inaugural 6th grade cohort in the fall of 2019, adding 7th grade in 2020 and 8th in 2021.

Middle Grades Timeline Milestones:

- Nov. 2018: Design and stakeholder engagement in progress and ongoing; enrollment, marketing and outreach efforts in progress and ongoing.
- Feb. 2019: Design complete; faculty hiring process begins
- May 2019: First 6th grade class fully enrolled; faculty fully hired; plan for summer

professional development in place

- Aug. 2019: Staff professional development completed; 6th grade opens
- Nov. 2019: Every 6th grade student will have a learning plan in place and academic goals articulated.
- Feb. 2020: Every 6th grade student will have updated learning plans and academic goals, based on progress half way through the school year.
- May 2020: 6th and 7th grade classes fully enrolled; faculty fully hired; plan for summer professional development in place

Outcomes at the end of Year 0 (2018-19):

- Developed a fully articulated academic program addressing the following problems: (1) lack of skills and independence and (2) lack of career readiness.
 - Metric: Completed design demonstrating how we will (1) engage students in personalized, blended, and project-based learning via integrated technology and innovative practices; and (2) develop students' career readiness.
- Hired a founding staff that demonstrates our core values and is collaborative, innovative and technologically adventurous.
 - Metric: staffing plans achieved; teacher orientations and PD complete.
- Enrolled a full inaugural 6th grade class, with students ready to fully immerse themselves in learning via personalized, technology-enhanced learning experiences.
 - Metric: Completed student registrations

Outcomes at the end of Year 1 (2019-20):

- Achieved significant growth among its first cohort of 6th graders on the CAASPP, based on previous year's scores from cumulative student files.
 - Metric: Average gain will be equivalent to one Achievement Level Descriptor (ALD)
 - Metric: All students will formally reflect on their learning, achievements and growth areas, according to their individualized learning plan and academic goals.
- Created cross-curricular projects aligned to rigorous Common Core and NGSS standards.
 - Metric: Projects that integrate English Language Arts and Math Skills in unique problem solving applications, across academic subjects
- Built a growth mindset school culture
 - Metric: Evidence of rapid cycle inquiry and adjustments in response to student needs.

We plan to use our middle grades design, along with the improvements that come from the learning of Year 0 and Year 1 to inform the existing school design in our high school grades, both to improve student outcomes at those schools and to ensure a seamless “Envision experience.”

Parents and other stakeholders will be involved in the planning, design, and implementation of the new Middle Grades, as they currently are in a wide variety of projects including: our annual LCAP process, site governance/Leadership Councils, volunteer opportunities, etc. We will

engage currently enrolled families in recruitment efforts, survey them for school design ideas, and engage interested parents of new students in decisions about campus life and their ideals for our Middle Grades.

Academic Goals

Envision Academy Middle School will prepare students to enter high school with the academic and leadership skills necessary to complete and defend grade-level work independently:

- More than 80% of 8th grade students will demonstrate more than one year of growth in math and literacy skill levels, as measured by standard assessments (e.g., Northwest Evaluation Association (NWEA) MAP, CAASPP and/or Envision’s Common Interim Assessments).
- Defense on Demand (DOD): Middle school students will complete a prescribed set of DOD’s for each grade level: 6 for 6th grade; 7 for 7th grade; 8 for 8th grade.
- 100% of 8th grade students will defend and pass their Promotion Portfolio at the end of 8th grade.

With the expansion of EA’s charter and academic program to 6th – 12th grade, we are optimistic we will be successful in reaching our eventual goal: 100% of EA graduates will be accepted to 4-year colleges and universities; EA graduates will achieve a 90% college persistence rate.

Profile of an Envision Education Graduate

Envision Education graduates are ready for success in college and future careers because they *know, do and reflect*.



Envision graduates **KNOW**. They:

- Master academic subjects which makes it possible to:
 - meet the University of California’s A-G Requirements
 - show proficiency on the CST and the CAASPP
 - perform successfully on college entrance exams.

Envision graduates **DO**. They:

- Use core competencies required to perform in college: inquiry, analysis, research, and creative expression

- Use 21st Century Leadership Skills: Communicate Powerfully, Think Critically, Collaborate Productively, and Complete Projects Effectively
- Participate in a Workplace Learning Experience in which they do real work and complete a project that not only benefits their workplace, but demonstrates their ability to use leadership skills as well as inquire, analyze, research, and/or express themselves creatively in the workplace

Envision graduates **REFLECT**. They:

- Recognize and acknowledge growth, accomplishments and successes as well as areas of future growth and development
- Revise work to proficiency based on feedback from teachers and peers

A cycle of knowing, doing, and reflecting exists at each level of the portfolio experience. For every academic competency that our students are required to master, in every subject, they must demonstrate what they know (academic content), describe what they can do with their content knowledge, and reflect on their personal and academic growth over time. Through this process, they collect artifacts from projects and academic assignments, which they put into their portfolio as evidence of proficiency, achievement and growth.

Our high school teachers map backwards from the 12th grade Portfolio Defense tasks and Common Core Standards. Our middle school teachers will also be mapping from Common Core Standards, as well as the 12th grade College Success Portfolio Tasks. Through project based learning, students get this practice of demonstrating what they *know* and can *do*, and continually *reflect* on their growth as learners. Ultimately, our goal is that this practice and reflection will lead to proficiency in the competencies assessed in the 12th Grade College Success Portfolio.

Project Based Learning (PBL) is a teaching approach, a mindset, and a framework for teaching skills and content. Through projects, students not only show what they *know*, they apply their knowledge (show what they can *do*.) Projects can scaffold the learning leading up to a portfolio artifact, or be an application of learning following an artifact. Interdisciplinary projects and exhibitions should result in at least one or more portfolio artifacts.

The College Success Portfolio and Defense is Envision Education’s capstone activity that pulls *knowing*, *doing* and *reflecting* into one place, into one moment. It is the final inquiry, the final essential question the final exhibition.

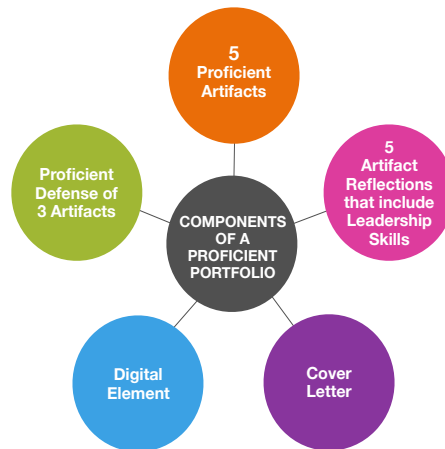
The Proficient College Success Portfolio

The College Success Portfolio is a capstone activity that embodies 3 major experiences:

- Promotion Portfolio at the end of 8th grade
- Benchmark Portfolio at the end of 10th grade
- College Success Portfolio at the end of 12th grade

The knowledge and dispositions students must exhibit in each portfolio defense are mapped backwards from the 12th Grade College Success Portfolio. The requirements for a complete and

proficient 12th College Success Portfolio are as follows:



The portfolio includes a total of 5 proficient artifacts, 1 per competency (as described later in the section “Envision Education’s 4 Core Competencies”):

1. Research
 2. Inquiry
 3. Creative expression
 4. Analysis
 5. WLE
- Each artifact must come from a *different* subject area. For example, if a science artifact is used for Research, then a social studies artifact must be used for Inquiry.
 - WLE cannot be the sole artifact for a competency; it must be in addition to the subject-specific artifact (although WLE will *not* be assessed using a research, inquiry, creative expression or analysis rubric.)
 - Each artifact is tied to at least one leadership skill and all leadership skills must be represented

Students must show proficiency in each type of task in order for their work to be *certified*. This usually means that students revise their work several times before it qualifies for certification.

The cover letter and defense are both a final reflection and a final assessment of student learning and are required components of Envision’s College Success Portfolio. The purpose of the cover letter is to provide students with an opportunity to build their defense. Done well, the cover letter also creates a sense of closure and accomplishment—a chance to share what they know and can do with people who are important to them. At the core, a cover letter introduces the portfolio and sets the defense stage where students share what they *know*, *can do*, and *reflect* upon.

The strongest defenses *balance* content knowledge, leadership skills, discipline specific knowledge and skill, and reflection. As such, we continuously emphasize the *leadership skills* for both the Benchmark and College Success Portfolio. Leadership skills include problem

solving, teamwork, communication, goal setting, and task and time management. Envision graduates are knowers of academic content, doers and reflecters of four competencies and leadership skills for college. The Work Based Learning experience is an essential part of our model. Students are required to complete a project that demonstrates their ability to use leadership skills as well as inquire, analyze, research, or express themselves creatively in the workplace.

Envision Education's 4 Core Competencies

By **RESEARCH**, we mean students will present an argument about an historical, social science, scientific, or other issue. To demonstrate their mastery of research they must select a writing sample that embodies the following expectations, which are aligned to the Common Core State Standards for Literacy:

- Respond to a research question
- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Know and use accurate content knowledge
- Structure the argument in coherent way
- Use discipline-specific writing conventions to communicate ideas

By **INQUIRY**, we mean students will formulate a question that can be explored by scientific or historical investigation. To demonstrate mastery of inquiry, they must select a writing sample or lab that embodies the following expectations, which are aligned to Next Generation Science Standards and Common Core State Standards for Literacy:

- Formulate an investigable question
- Design and perform the investigation
- Collect data/evidence, and analyze and interpret it
- Draw conclusions and assess validity of the conclusions
- Know and use accurate content knowledge
- Structure information in a coherent way
- Use discipline-specific writing conventions to communicate ideas

By **CREATIVE EXPRESSION**, we mean students will think critically and creatively and communicate their ideas powerfully, persuasively and artistically. We expect students to demonstrate an understanding of *artistic thinking* and *artistic practice*. Students shall use the arts as a tool to investigate and discuss topics and concerns that are relevant to artistic traditions and their lives. To demonstrate mastery of creative expression, they must select a piece of work that embodies the following expectations:

- Show command of the technique of the artistic discipline
- Construct and make a work of art with personal meaning and intent
- Explains the connection of the work of art to artistic and cultural traditions
- Envisions, explores and persists with an aesthetic idea
- Questions, discusses and judges own work

By **ANALYSIS**, we mean students will demonstrate the ability to read and think critically, communicate powerfully, and that embodies the following expectations, which are aligned to the Common Core State Standards for Literacy:

- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Organize and structure ideas for effective communication
- Use language to skillfully communicate ideas

Preparing for the College Success Portfolio

To ensure our students are prepared to defend their College Success Portfolio in 12th grade, all 10th grade students defend a Benchmark Portfolio in 10th grade. The contents and process of the Benchmark Portfolio map directly to the 12th grade defense. Students must pass their Benchmark Portfolio in order to enter 11th grade.

In order to ensure our Middle Grades students are ready for high school level work, all 8th grade students will defend a Promotion Portfolio at the end of their 8th grade year. Students must pass their Promotion Portfolio in order to enter 9th grade. Because Middle Grades students are still constructing their skills in project management, reflection, and independence, we know they will need an adapted Portfolio Defense Process.

8th Grade Promotion Portfolio

The founding of Middle Grades gives us a unique opportunity to update and improve the student experience of preparing and defending their Portfolio. We know Middle Grades students must practice taking charge of their intellectual progress and charting their own course with the support of their peers and teachers. Our Middle Grades will use differentiated learning experiences and integrated technology tools to ensure each student is able to build their portfolio gradually, reflect frequently and ultimately present their learning and growth based on this evidence.

The 8th Grade Promotion Portfolio centers on an essential question: “How much have I grown?” Growth encompasses academic achievements as well as personal growth. Through the process of developing a response to this question, students learn to interpret their academic work and personal development within the framework of these four mindsets:

- **Reasoning – I can think critically!**
 - I can apply
 - I can analyze
 - I can synthesize
 - I can evaluate
 - I can create
- **Discovery – I can use the inquiry process!**
 - I can question
 - I can hypothesize

- I can collect data
- I can use evidence
- I can synthesize
- I can conclude
- **Growth – I can access my agency!**
 - I can revise
 - I can take risks
 - I can reflect
 - I can access my agency
- **Team – I can collaborate productively!**
 - I can lead
 - I can collaborate
 - I can network
 - I can adapt
 - I can communicate powerfully

The 8th Grade Promotion Portfolio has two main components: the portfolio itself and the defense.

- **The Portfolio** is the culmination of a student’s middle school learning experiences at Envision. Over the course of grades 6 – 8, students will select assignments and projects they found most interesting and important to put in their portfolios. For each portfolio item, students will complete a “Defense on Demand (DOD),” which involves writing and recording a brief (1 – 2 minute) video discussing what they have learned from completing the assignment, which of the four mindsets was applied, and how they have grown as students. The 8th Grade Promotion Portfolio will ultimately comprise of at least 21 DODs: 6 from 6th grade, 7 from 7th grade, and 8 from 8th grade.
- **The Defense** at the end of 8th grade is the student’s presentation of the portfolio and response to the question “How have I grown?” To prepare for the defense, students will review their DODs and write a personal narrative describing their personal growth during middle school based on evidence from their portfolio. Each student will then prepare and deliver a 15-minute defense in front of a panel that includes his/her advisor, a teacher, and another student. The audience will include the student’s family, friends, classmates and a 6th grade student observer. The panel will ask questions and determine whether the student has successfully defended his/her portfolio. Students who do not pass their defense on the first try will receive feedback and re-submit in order to be promoted to 9th grade.

Activities related to the portfolio and defenses are integrated throughout EA’s academic program, especially in Advisory and English classes. Students exchange feedback, support each other in building their portfolios, and practice their defenses with classmates. Our goal is to ensure students have the support they need throughout middle school to successfully assemble and defend a portfolio of works representing what they have learned and how they have grown.

Annual Goals and Actions

Pursuant to Education Code Section 47605(b)(5)(A)(ii), please see the table in Element B of this charter, which describes annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Student Achievement and Other Student Outcomes

While the following performance metrics have been suspended, we have left the information here intact for reference.

API: In the 2012-13 school year, Envision Academy significantly increased their API by 64 points. This is the highest API in Envision Academy’s history. When the base API for 2015 becomes available, EA will develop goals based on those results. EA will make school-wide goals as well as subgroup goals.

	2012-13
2012 Base API	605
2013 Growth API	669
12-13 Growth target	10
12-13 Growth	64

	2011-12
2011 Base API	641
2012 Growth API	606
11-12 Growth target	8
11-12 Growth	-35
	2010-11
2010 Base API	602
2011 Growth API	643
11-12 Growth target	10
10-11 Growth	41

In 2012-13, EA met their school wide growth target and many subgroup growth targets including African American, Latino, and Socio-Economic Disadvantaged population.

Statewide Ranking and Similar School Rankings

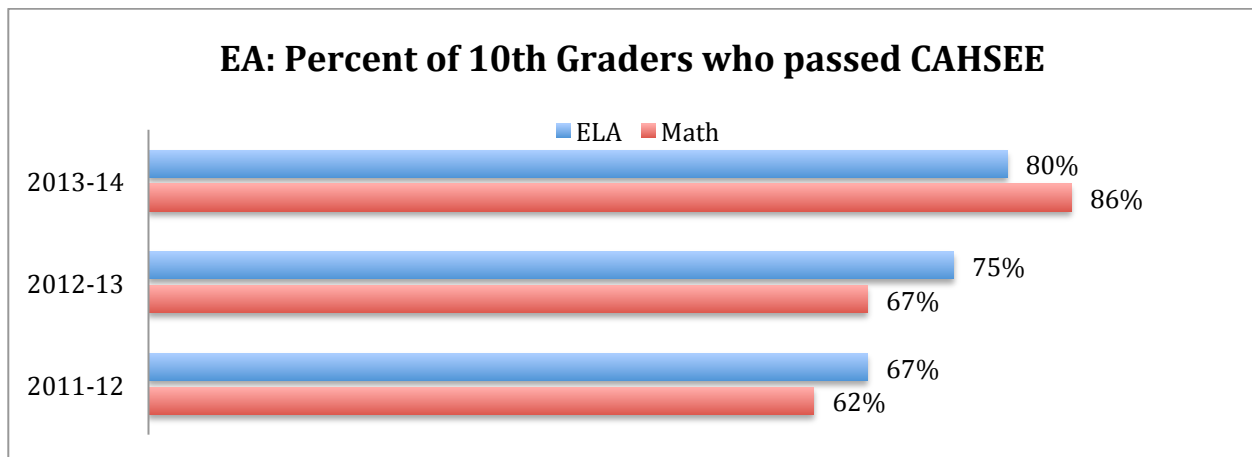
The 2013 similar schools and statewide ranking for Envision Academy increased due to the dramatic improvement in EA’s CAHSEE and CST scores. EA will develop new goals for the similar schools and statewide ranking once they are available for the 2014-15 school year.

Similar Schools Ranking

2013	7
2012	4
2011	7

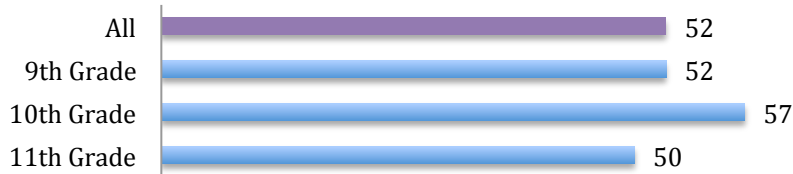
Statewide Ranking	
2013	2
2012	1
2011	1

CAHSEE: In the 2013-14 school year, 86% of 10th graders passed the Math CAHSEE and 80% of 10th graders passed the ELA CAHSEE. This is an increase of almost 20 percentage points in math and almost 10 percentage points in ELA from the year before. To achieve these results, all EA students take practice CAHSEE tests and most students participate in an EA intervention called Revolution Prep. English and math teachers also focus on skills required to pass the CAHSEE and provide a boot camp for CAHSEE in January. EA has set a goal for 87% of students to pass the math CAHSEE and 83% of students to pass the English CAHSEE in 2014-15.



CELDT: In the 2017-18 school year, 13% of students at EA are classified as English Learners. In 2014, 13% of students (44 students) at EA were classified as English Learners. 100% of EA graduates were either reclassified before 12th grade or were not classified as English Learner in 2013-2014. This is why there were not any 12th graders who took the CELDT exam last year. Most students who come to EA as an English Learner pass the CELDT and are reclassified before their 12th grade year.

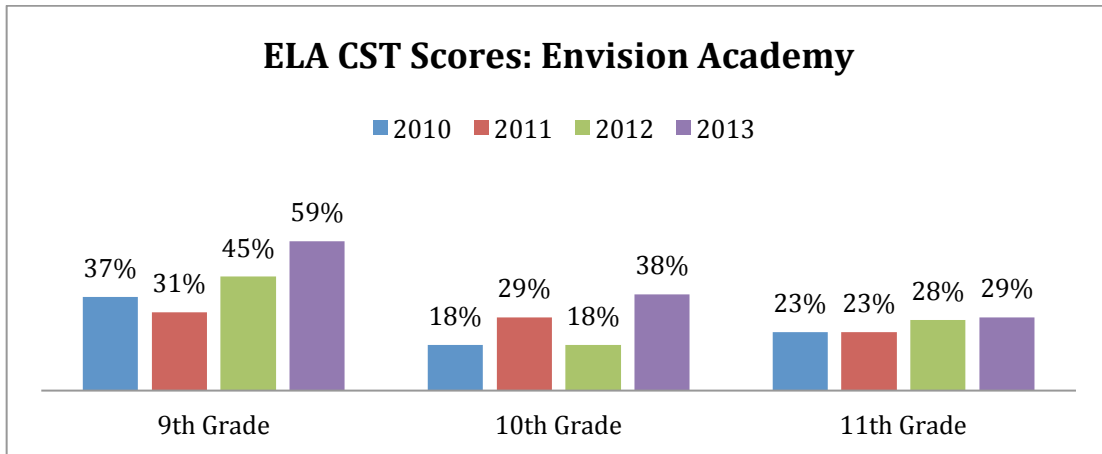
EA CELDT Scores 2013-14: % of students who met the CELDT Criterion



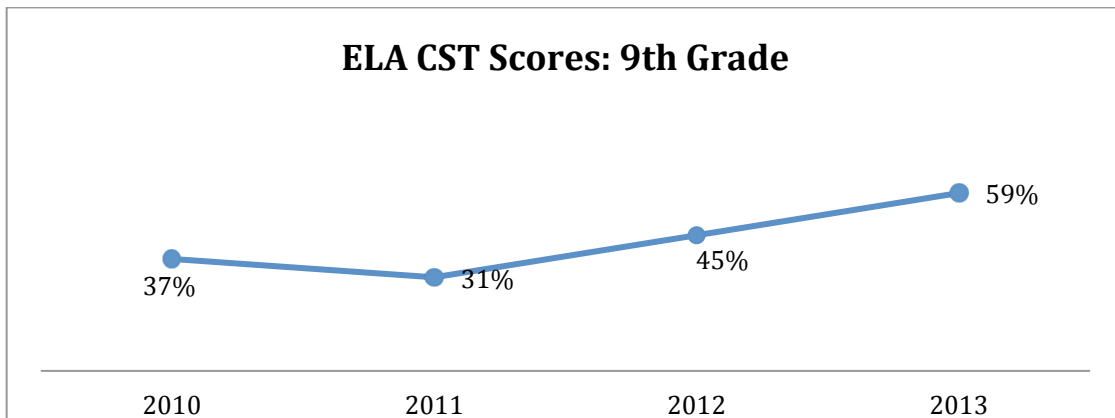
CST and Smarter Balanced Preparation

In 2012-13, students at Envision Academy scored proficient or advanced at significantly higher rates on the ELA CST tests. Most notably scores in 10th grade increased by 20 percentage points. Scores in 9th grade ELA have also steadily increased over time.

ELA CST Scores: Envision Academy



ELA CST Scores: 9th Grade



English Language Arts

EA plans to continue to focus on literacy, through PDs that focus on incorporating literacy strategies in all content areas, whole school Sustained Silent Reading (SSR) 4 times a week, and Accelerated Readers' STAR Reading Assessments. In the 2013-14 school year EA students grew by 0.9 Grade Equivalency levels. This is higher than the national average for Grade Equivalent growth. Accelerated Reader reports nationally students grow by .75 or 1 Grade Equivalency levels in one year; however, urban high schools grow on average by 0.5 Grade Equivalency levels in one year.

EA's 6th – 8th grade English curriculum will be determined according to the following guiding principles:

- Rigorous experiences with informational and fictional texts
- Inquiry-based
- Frequent opportunities for cross-curricular Project Based Learning
- Differentiated Reading and Writing interventions

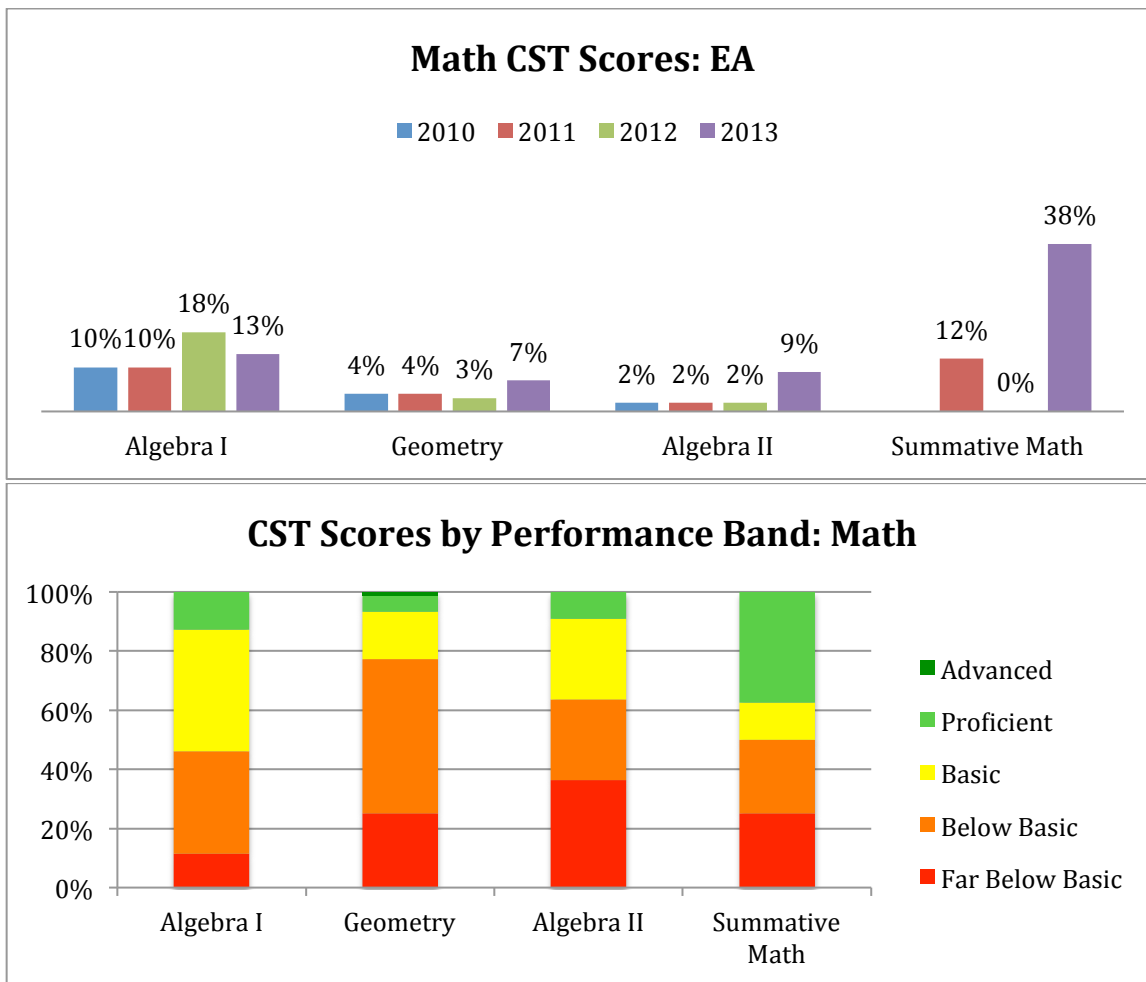
Preparing all students to read proficiently is central to our college prep sequence in the Middle Grades. From 6th – 8th grade, all students will receive daily, targeted reading interventions through a researched based, differentiated, personalized web-based reading intervention program. This will be especially important for our students who are English Language Learners. After entering Envision Academy in 6th grade, each student will take a reading assessment, which will identify students who will need additional supports such as 1-on-1 instruction or small group interventions during daily Personalized Reading blocks. Working in concert with the web-based reading program, staff will serve as reading teachers during the Personalized Reading block, coaching students individually and in small groups to develop their critical reading skills and engagement as readers.

Our 9th – 12th grade English courses implement course maps developed in collaboration with English teachers across the Envision Schools Network. Mapping backwards from the Common Core State Standards and Envision Rubrics in Analysis and Research, and our Common Interim Assessments, our English teachers build year-long courses with the following foci:

- **9th – Reading Workshop.** In addition to building skills as a confident reader, writer, speaker, and thinker, all students pick independent reading books at their level, as measured by our reading comprehension screener, and build their confidence and joy of reading, as well as targeted reading support as needed.
- **10th – Reading and Writing Workshop.** Students increase the complexity of their informational and fictional texts and write increasingly complex analytical and research papers in conjunction with their Global History course. Students continue receiving targeted reading support.
- **11th – American Literature.** Focusing on important informational documents from American history, students participate in Socratic seminars and use evidence to support their thesis in concert with their American History course.
- **12th – (Expository Reading and Writing Course) ERWC.** ERWC is a college preparatory, rhetoric-based English language arts course for grade 12 designed by the CSU system to develop academic literacy (advanced proficiency in rhetorical and

analytical reading, writing, and thinking) and to support students in the move from high school to college. The CCSS-aligned curriculum integrates interactive reading and writing processes and through a rhetorical approach to text, fosters critical thinking and engagement through a relentless focus on complex text. The classroom activities are designed to model and foster successful practices of fluent readers and writers.

In 2012-13, students at Envision Academy scored proficient or advanced at higher rates on the Math CST tests than any previous year. Proficient and Advanced scores doubled or tripled in geometry, Algebra II, and Summative Math.



Mathematics: After analyzing CST data from the past three years, Envision saw a need to make major changes to the curricular and instructional practices in mathematics. We are focusing systematically in our network on research based mathematical strategies consistent with the rigor of the Common Core State Standards. Through a network-wide focus on professional development for Common Core State Standards in Math, the importance of productive struggle in Math, academic discourse, and site based teacher leadership and coaching, we plan to significantly improve students’ problem solving skills and persistence with Mathematical thinking. .

Our plan is to invest in building teacher capacity to implement the math program as outlined below, further develop teacher content knowledge to increase capacity to differentiate, and provide coaching around selected math initiatives, and add daily differentiated math intervention courses for all students in our Middle Grades. Through teacher collaboration, expert coaching support and personalized learning programs, students are provided differentiated lessons to provide multiple entry points to mathematics content. Standards-based Interim Assessments provide teachers with data to guide instructional decisions that address student needs.

The vision for mathematics instruction is to use the specific strategies with the emphasis on developing relational thinking. Through teacher collaboration and expert coaching support, students are provided differentiated lessons that provide multiple entry points to mathematics content. Standards-based Interim Assessments provide teachers with data to guide instructional decisions that address student needs.

Envision Academy has focused on exploring the role of personalized learning in Mathematics classes. We will expand upon our personalized learning initiatives in our Middle Grades. Personalized Learning pilots in Geometry classes were designed with the goal of increasing achievement in Geometry by (a) developing and fine-tuning an expanded personalized learning program for a cohort of students who are already familiar with personalized learning concepts, and (b) providing professional development in personalized learning for a new cohort of teachers in Geometry. Through the support of the Gates foundation, this initiative focused on providing students with individualized pathways to learning, adequate opportunities to practice and learn remedial skills, and task-based inquiry instruction. Through these practices, we have provided students with the opportunity to create conceptual understandings and practice the associated skills.

Envision Academy Math teachers currently participate in Network-wide Professional learning focused on Personalized Learning and the Common Core State Standards in Math. Teachers receive professional development and follow-up coaching in integrating resources such as IXL, Khan Academy, Google docs for education, and in the use of 1:1 Google Chromebooks in Math classes. These trainings will be delivered through department-wide professional development sessions focused on analyzing the results of Interim Assessments and planning for instruction using a Blended Learning approach.

Envision Education is currently developing new course guides for Math courses in our high school grades. The Mathematics scope and sequence guides are designed to ensure teachers are teaching the Common Core State Standards to mastery with time for assessment and re-teaching.

Workshop Model: We use a Workshop model for our daily instructional model. Teachers model conceptual and practical skills, providing multiple opportunities for students to approximate these skills. The teacher gathers formative assessment data on the students' progress to adjust future instruction. The model builds students' competency in a variety of areas, and this competency is demonstrated at the end of the 8th, 10th and 12th grades through the defense of the graduate profile focused on college readiness. One core competency in the portfolio is problem-solving, emphasizing math problem solving.

Blended Learning: Envision Education has increased its focus on small group instruction and personalized learning during the math block. In addition to teacher led small group instruction, personalized learning will be accomplished using a blended rotation model. In this model, students will be on the computer working with adaptive math software. At this point Envision Academy is using IXL and Khan Academy, but we will continue to explore current adaptive math software and employ the one that works best for our students. Teachers assign topics to students and can monitor/track student progress and program activity throughout, aligning work to students' areas of weakness and learning goals, as well as allowing students opportunities to practice the content at varying levels.

Our Middle Grade math courses and interventions will map towards our high school course guides to ensure all of our students are at grade level upon entering the 9th grade. Our 6th – 8th grade math curriculum is determined according to the following guiding principles:

- Flexibility for students to progress in math at their own pace
- Rigorous experiences to build problem solving and persistence
- Inquiry-based
- Frequent opportunities for cross-curricular Project Based Learning
- Differentiated numeracy interventions

Preparing our 6th – 8th students for success in 9th grade Algebra or a more advanced math class is central to our college prep sequence in the Middle Grades. Beginning in 6th grade, all students will receive daily, math interventions through a researched based, differentiated, personalized web-based math intervention program. After entering Envision Academy in 6th grade, each student will take a math assessment, which will identify students who will need additional supports such as 1-on-1 instruction or small group interventions during daily Personalized Math blocks. Working in concert with the web-based reading program, staff will serve as math tutors during the Personalized Math block, coaching students individually and in small groups to develop their numeracy skills, confidence as problem solvers, and persistence.

Interim Assessments: To continue to improve the literacy and numeracy skills of students, EA will implement 3 interim assessments in grades 6-12 in ELA and Math that are aligned to the Common Core State Standards. EA will provide teachers with professional development on how to use data from interim assessments to offer the necessary interventions for students and to plan for standards based on instruction. Envision Education coaches and administrative staff also plan to provide data conferences with each Math and English teacher to discuss the results of the assessment and develop interventions based on the results of the assessment. EA will establish baselines from the first interim assessment and develop goals based on the results.

RTI: Identification System of Student Skill-Level

Response to Intervention (RTI) is Envision Academy's systemic framework for gathering and analyzing data patterns in order to meet the specific needs of students and give recommendations for next steps. Data gathered includes: grades, math diagnostic scores, reading comprehension screener scores, state standardized testing scores, and Math and ELA interim assessments. All of

this information is entered into Illuminate, one of our student information systems. Our Data Assessment Manager has worked with Illuminate to create reports in which every student gets a score based on a formula that includes this data. By these scores, we are able to identify high-achieving and low-achieving students and recommend interventions accordingly.

RTI Overview and Process

Response to Intervention (RTI) is our system for preventing academic failure through universal screening, strong core teaching, progress monitoring and increased levels of support for students who need it. RTI ensures that we are addressing students' academic and socio-emotional needs by evaluating how students *respond* to interventions. Students, who respond to interventions, will continue to receive those interventions to support their academic progress. Students, who do not respond to interventions of increasing support, will have a series of meetings to discuss more individualized services to meet their needs.

Tier 1 Students: 80-85% of students whose needs are met through excellent teaching and advising. Tier 1 Interventions include:

- Workshop Model (Skills building lesson design)
- Assessment for Learning (AFL)
- Bell-to-Bell Learning (Instructional strategies to make every minute count)
- Silent Sustain Reading (4 days a week school-wide reading time)
- Math Lab (additional Math course for some 9th graders)
- Personalized Math, Reading, Writing for 6th-8th graders
- College Spring (SAT Prep)
- Office Hours (a set time weekly where teachers are available after school to support students who need more individualized support or additional time)

Tier 2 Students: 10-15% students, who work hard, but due to low skills need additional interventions. Tier 2 Interventions include:

- Small Group Instruction
- Mandatory Office Hours (After School Support)
- BUILD (Class about Entrepreneurship for disengaged and underachieving youth)
- PSC Groups (Socio-emotional counseling)
- Own Up (Mentorship for African American Males)
- Student Attendance Review Team (SART)
- Behavior Contracts

Tier 3 Students: 5% of students who need more intensive 1-on-1 interventions from Learning Specialists. Tier 3 Interventions include:

- PSC individual counseling
- Learning Specialist (Special Education) Push-In/Pull-Out

Through the RTI 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 will receive more specific, targeted group interventions, or Tier 2 interventions. Tier 2 students who do not make adequate progress will receive more intense and individualized interventions, or Tier 3 interventions, involving the Learning Specialists. If the student still is not making adequate progress, they can submit a referral for Special Education to the Special Education Team who will develop an assessment plan, if appropriate.

Special Populations

Envision Academy will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element B: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments. Envision Academy will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

At Envision Academy we hold all students to high expectations and we are committed to supporting all students to achieve excellence. Since we do not track our students by ability, all of our support and extension options are offered as part of an integrated program of study.

Support for Students Who Are Academically Low-Achieving

In order to best serve low-achieving students, Envision Academy analyzes data to determine the most appropriate interventions for each student. We monitor our low-achieving students to see how they respond to interventions (RTI), and then suggest next steps. The cycle continues until, ideally, all the students' needs are met.

Envision Academy has introduced interventions into the school day to support students who enter our school far below grade level. Interventions include:

- **Middle Grades Personalized Math, Reading, and Writing Courses:** Based on the 2013 School Accountability Report Card for our local schools, we expect 45-55% of our entering Middle Grades students to need intensive remediation. Our Middle Grades curriculum adaption committee will be selecting researched based, differentiated, personalized web-based math, reading, and writing intervention programs for all students to set goals, advance at their own pace, and increase their skills within their own proximal zone of development. Teachers will analyze data collected through web based intervention programs in order to deliver targeted, small group instruction.
- **9th grade Math Lab:** More than 85% of our students are not fluent in the basic numeracy skills needed to succeed in Algebra, coming into 9th grade according to an Algebra readiness assessment. Therefore, these students all take this additional math class every day. The Math Lab teacher collaborates with NFTE (Network for Teaching Entrepreneurship) in which students practice and apply their algebra skills to develop

business proposals. In addition, they practice math skills through IXL and Khan Academy as part of our blended learning program. As our Middle Grades students advance, we expect the demand for math support and remediation to drop in the 9th grade.

- **CollegeSpring (SAT Prep):** All 11th graders receive SAT prep two times per week for sixty minutes. We use College Spring curriculum. In addition, during second semester, 11th grade students stay after school one time per week to get additional SAT prep from current college students.
- **Small Group Instruction:** In-class academic interventions are generally delivered by way of small group instruction. Interventions are based on the results of EA's interim assessments three times a year. Teachers meet with an administrator for a data conference and identify a targeted instructional plan for Tier 2 and 3 students in each of their classes.
- **BUILD:** An intervention for thirty 9th graders, who qualify by being 1) below basic in state standardized testing 2) first generation college-bound 3) free and reduced lunch. Every day during advisory, students receive entrepreneurial curriculum on how to create a business. They make prototypes and create pitches to secure investors. On Tuesday nights, they finish their homework and then are advised by local businessmen about their start-ups.
- **Office Hours:** Students have access to their teachers after school a minimum of one day a week when teachers hold Office Hours for any student to get additional help, have time to work in a supportive environment and to support the development of good work habits.

Plan for Students who are Academically High-Achieving

Envision Schools has high expectations for all students. At Envision Academy we identify our academically high achieving students through a combination of baseline assessments (currently in 9th grade, and in 6th and 7th grades in the next two years), GPA, interim assessments, teacher observation, advisor assessment, data tracking for honor roll, quarterly progress reports, semester grades. The cyclical nature of these measures, as well as the relationships staff form with students allow us to identify and review high achieving students' results at least once each semester, although usually quarterly. This information is communicated with parents through biannual family conferences, quarterly progress reports, honor roll certificates, and college counselor sessions for 11th and 12th graders.

Because our curriculum is based on the Common Core Standards and College Success Portfolio (CSP) rubrics, students push to meet and exceed state standards. Traditionally, high-achieving students find themselves bored, because they are simply expected to regurgitate information that they teacher has lectured about. One of the inherent advantages of Project Based Learning is that high achieving students have a chance to push their learning to deeper and more engaging levels than a purely traditional curriculum. In grades 9-12, our portfolio defense system also allows high-achieving students to produce work products that are at the college level, reaching for the Advanced Levels on the rubrics. High-achieving students

have opportunities to engage in many different kinds of learning activities, calling on them to use a variety of skills and abilities. Learning venues open to high-achieving students in grades 6-8 will include personalized online coursework, increased access to advanced projects during personalized learning blocks, and the opportunity to take high school level courses. Learning venues open to high-achieving students include local college or community college classes, personalized online coursework, and more prestigious and intense internships. We have found many of our high-achieving students are attracted to these additional opportunities to expand their knowledge and experiences at school.

Support for Students Who Are English Learners

Envision Academy is committed to effectively serving children who are English Learners through a comprehensive approach to language instruction. We believe that having fluency in multiple languages, including English, is critical to 21st Century success. We recognize the importance of valuing students' native languages, and will actively reinforce an appreciation of the languages of all our students.

The goal of the Envision Academy is to utilize high-quality instructional practices that allow designated English Learners to achieve at the same challenging grade level standards as native English-speaking students. The school is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. A small percentage of Envision Academy's students are designated as English Learners (2017-2018: 13%). All of our designated students are ELPAC levels 3-5. We expect our English Learner population to increase during the 2019-20 school year with the addition of 6th grade students who have not yet been reclassified and are still in need of English language development. Therefore, we will engage in the following process to identify, support, and reclassify English Learners.

We know that long term ELs (students who have not been reclassified and have been in the US for 6 or more years), when they do enroll in college, are much less likely to persist. This Plan was developed to ensure that all ELs in Envision Academy attain optimal linguistic and academic success. We seek to do this through a cycle of identification, core program differentiation and support, progress monitoring and intervention.

The plan below describes how ELs are identified, the different program options available to them, and how they become proficient in English and have full access to a challenging academic curriculum. It describes the systems for monitoring student progress from the point of identification through their reclassification as Reclassified Fluent English Proficient (RFEP) status. While reclassification is an important milestone for all ELs, it is not the end of the journey. Envision Academy will continue to closely monitor the progress of former ELs who have met reclassification criteria to ensure that they continue to achieve.

Identification and Reclassification of English Learners

A goal of Envision Education is to reclassify 100% of all English Learners who attend Envision Schools by the time they graduate. Envision Education utilizes multiple criteria in determining

whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California State ELD assessment (ELPAC)
- Student performance on the English Language Arts portion of the state assessment (SBAC)
- Reading comprehension screener data, given three times a year to 6th-10th graders and all students designated as ELs or students with IEPs
- Teacher evaluations/assessments of whether the student has mastered grade-level standards
- Parental opinion and consultation

Envision Academy meets all state and federal requirements for English Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. EA implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. If there are over 30 English Learner students, Envision Academy will convene an English Learner Advisory Committee (ELAC). English Learners have access to all programs, services and resources described in this document.

EA administers the home language survey upon a student's initial enrollment into EA (on enrollment forms). All students who indicate that their home language is other than English for whom Envision Academy does not have status data already (former California public school student) are given the ELPAC Initial Assessment ("IA") within 30 days of initial enrollment. The IA testing window year-round between July 1 and June 30. ELs will take the Summative Assessment ("SA") every year until the student is re-designated as fluent English proficient. The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

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

Supporting English Learners

Envision Academy anticipates that its EL population may increase during the 2019-20 school year with the addition of 6th grade students who have not yet been reclassified and are still in need of English language development.

We know from research, in particular from the report [Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners](#) by Dr. Laurie Olsen, that best practices exist to support ELs to become English proficient. This plan is based on those best practices. This table outlines the population served by our cycle of intervention and each Tier is then detailed below.

	Population to be served
Tier 1	All ELs receive Tier 1 interventions; monitor ELPAC 4 & 5, RFEP and IFEP students to see if additional support is needed.
Tier 2	All ELPAC 3 students receive Tier 2 interventions; ELPAC 4 & 5, RFEP and IFEP students who have been identified as needing extra support will also receive.
Tier 3	Only for ELPAC 1 & 2 students

Tier 1: Core Class Differentiation and Support

Within the core classes, teachers will provide differentiation and support for English Learners. Envision Academy will do explicit professional development on instructional strategies that serve English Learners. The outcome will be to support language development within the context of a rigorous, college preparatory curriculum. Teachers will be trained in a variety of research-based strategies, primarily through EL Achieve’s *Constructing Meaning* and Kate Kinsella’s work on academic vocabulary. *Constructing Meaning* focuses on helping teachers make planning and in-the-moment decisions that build academic English. Kinsella focuses on academic vocabulary and this will allow for EA to use a consistent and structured approach to developing academic language. These strategies will be taught through our professional development cycle, implemented in classrooms and coaches will support their effective implementation across the disciplines.

In addition, EA will continue to support the role of primary language development through our Spanish for Native Speakers course. This supports students in not only having conversational Spanish, but academic language in both English and Spanish in order support transfer across the two languages.

Lastly there are several components of the core Envision Academy program that support English Language development. Creating strong and trusting relationships with students, integration of students at all levels and from different cultures, a focus on goal setting, college enrollment and persistence are examples. EA will continue to develop, support and nurture these in relation to ELs.

Progress Monitoring

EA will use a series of data points to monitor the progress of ELs in the core classes:

- **Reading Comprehension data:** Students at EA take the ReadingPlus screener test 3 times a year in 9th grade and 10th grade and 3 times a year in 11th and 12th grade for EL and IEP students to allow us to monitor growth in reading comprehension
- **Teacher Formative Assessments:** teachers are regularly identifying skills and completing classroom based mini-assessments and checks for understanding. With a focus on accelerating ELs progress, this data will be part of the RTI process at the site.
- **Common Interim Assessments (CIAs):** The Envision network of schools has a series of three interim assessments that are given in English and Math classes at each grade level. Each CIA has both multiple choice questions and a performance task and targets the same standards over the course of the year. This allows us to see progress of English Learners in the core classes.

Tier 2: Intervention (using Systematic ELD curriculum)

Systematic ELD is a program developed by Susana Duto at EL Achieve. Where *Constructing Meaning* provides strategies for teachers to scaffold rigorous academic content for English Learners, Systematic ELD is an additional component of explicit language instruction. This block of time focuses on explicitly taught language through oral language development, purposeful interaction, written practice and fluency. The goal is to build background knowledge, teach high leverage everyday and academic language and work toward articulated language goals.

EA's Response to Intervention framework will be the primary system to gather and analyze data patterns to respond the specific needs of English Language Learners. Data will include historical CELDT/ELPAC scores, grades, CIA scores based on Common Core Standards, reading comprehension scores, and historical SBAC scores. For EL students who are not responding to Tier 1 supports, the team will implement Tier 2 interventions which may include:

- Small group instruction within the classroom
- Small group instruction outside the classroom (pullout)
- Office Hours and/or 0 period with a classroom teacher dedicated to language and literacy skill building
- Personalized learning practice to emphasize skills

Tier 3: Intervention for ELPAC 1 & 2 students (using Systematic ELD curriculum)

Intervention, either during pull-out in the Learning Center or during Office Hours/0 period.
Small group pullout instruction

Through our RTI model, teachers are supported and coached to develop academic and behavioral intervention plans for students.

To further address the needs of English Learners, Envision Academy will utilize recommendations of Stanford University's Understanding Language project to guide instruction for English Learners. These recommendations include:

- Provide ELs access to complex texts and provide them with support in engaging with them in order to develop the ability to read complex texts and engage in academic

conversations

- Provide support for ELs to build their linguistic repertoire by engaging productively in the kinds of language and literacy practices called for by the Common Core State Standards for both ELA and other disciplines, even though their developing language will be marked by “nonnative” or imperfect features of English
- Provide both “macro-scaffolding,” in which teachers attend to the integration of language and content within and across lessons and units, as well as “micro-scaffolding” during the “moment-to-moment work of teaching.”
- Provide efforts for macro and micro scaffolding across the curriculum in all content-area classes
- Builds on students’ prior knowledge and experiences; consider and expand what ELs bring to the classroom
- Provide apprenticeship for ELs in the Work Based Learning Experience in order to develop students’ independence
- Provide ELs with meaningful activities that engage and challenge them.

Throughout EA, students are grouped heterogeneously. Through EA’s small size and low student-teacher ratio, EL students receive more focused instruction and more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping such as cooperative learning, close work with native speakers, and language ability grouping for English development. Also, project-based learning promotes language development through requiring and practicing strong speech production and usage, as students collaborate and manage tasks with each other. Faculty members working with a student’s advisor in grades 6-12 devise plans that can include pullout instruction, modified assignments, tutorial sessions, and elective classes. Faculty members and advisors always collaborate with the student and their family to ensure agreement about the most appropriate educational supports, modifications, and accommodations.

In our Middle Grades, where we expect to see an increase in our EL student population, we believe the, differentiated, personalized web-based math, reading, and writing intervention programs will support our EL students to set goals, advance at their own pace, and increase their skills within their own proximal zone of development.

Serving Students with Disabilities

Philosophy

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

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

Overview

EA recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the County and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. EA shall comply with all applicable state and federal laws in serving children with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act (“ADA”), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR).

Services for Students under the IDEA

The following description regarding how special education and related services is provided and funded is included for the sole purpose of providing a reasonably comprehensive description of the special education program in the EA Charter Petition, and is not binding on the County. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of EA and the SELPA. A copy of the MOU is available to the County upon request.

SELPA Affiliation

EA is its own local education agency (“LEA”) in conformity with Education Code Section 47641(a) and is a member of the El Dorado County Office of Education Charter Special Education Local Plan Area (“SELPA”). A change in LEA status or SELPA membership shall not require a material revision of this charter.

LEA for Special Education

EA shall comply with all state and federal laws related to the provision of special education instruction and related services. EA will follow policies and procedures of the SELPA in which it is a member and shall utilize appropriate SELPA forms and information systems necessary to identify and serve students who qualify for special education. EA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

EA shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. EA recognizes its responsibility to enroll and support students with disabilities.

Child Find

EA understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

EA will implement a multi-tiered instructional and support framework, often referred to as Response to Intervention (RTI), prior to referring a child for an evaluation under IDEA. However, EA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or EA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. EA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

EA shall be solely responsible for compliance with state and federal Child Find requirements. EA shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessments

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. EA determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that EA receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. EA shall respond to a written request for assessment within 15 days. If EA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

Assessments

EA is solely responsible for conducting special education assessments deemed necessary and appropriate by EA. The Learning Specialist will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. 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. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

- Parent input.

EA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

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

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. EA 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/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

IEP Development

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

EA is solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. EA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education

programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- a member of the school's administrative team (principal or vice principal);
- A Learning Specialist (Special Education teacher);
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

EA will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by EA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- 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 they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- 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
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

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

IEP Review

EA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

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

If a parent/guardian 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, EA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

EA offers a comprehensive inclusion program. We believe that all students can access a rigorous, college prep curriculum through thoughtful planning and collaboration. This includes strategies such as push-in and co-teaching support, pullout and individualized or small group support, specialized and individualized tutoring or coursework based on student need and extended day support. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, EA will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

EA shall comply with Education Code Section 56325 with regard to students transferring into EA within the academic school year. EA provides transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

In accordance with Education Code Section 56325(a)(1), for students who enroll in EA from another school within a different SELPA within the same academic year, EA 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 parent, for a period not to exceed thirty (30) days, by which time EA 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 EA from another school within the same SELPA within the same academic year, EA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and EA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to EA with an IEP from outside of California during the same academic year, EA 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 EA 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 EA, and develops a new IEP, if appropriate that is consistent with federal and state law.

Staffing

EA assumes responsibility for special education staffing and service delivery. EA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. EA shall ensure that all special education staff hired or contracted by EA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of EA to employ at least one full time teacher with a valid Special Education Credential. This teacher, along with the principal of EA, the Director of Special Education and the Program Specialist, will be the primary EA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented.

In year 3, pending budgetary availability, EA plans to employ Special Education teachers and instructional aides, supported by the Director of Special Education and the Program Specialist that will have the following duties:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;

- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at EA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

EA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the County and/or SELPA.

EA seeks professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

EA, in collaboration with the County or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from EA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Learning Specialist, supported by the Director of Special Education and the Program Specialist. The Learning Specialist will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Learning Specialist will oversee access to

these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at EA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. EA will utilize the Notice of Procedural Safeguards used by the County or SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EA work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

EA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of EA's alleged failure to provide FAPE to students enrolled in the charter school. EA may also initiate a due process hearing or request for mediation with respect to a student enrolled in EA if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the County and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

EA 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 EA. 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.

EA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of EA shall be accessible for all students with disabilities in accordance with the ADA.

EA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by an administrator of EA and includes the parent/guardian, the student (where appropriate), a qualified staff member, 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.

The final determination of whether the student is eligible for services under Section 504 is made by the 504 . Written notice of the eligibility determination is provided to the parent or guardian of the student in their primary language along with notice of 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, the 504 team will make a referral for assessment under IDEA.

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

Transfer Of Courses/College Entrance Requirements

Students may fulfill course requirements through coursework at EA or through approved coursework at a local college or community college. Students will have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. Envision Education has been granted "Program Status" by the University of California system as it relates to our courses being A-G approved for the entire organization. Envision Education was the first CMO granted program status, which is a clear indication of the deep rigor of our courses and their validation by the UC system. By virtue of required coursework at EA, all graduates fulfill or exceed the UC/CSU system A-G requirements, based on the Graduation Requirements chart included in Element B, below. In addition, EA was granted a full six-year accreditation in 2016, thus all courses offered by EA are considered transferable to other public high schools. Parents are notified of the transferability of courses to other public high schools, and the eligibility of EA courses to meet college entrance requirements in the EA handbook, which is given to parents and students upon enrollment.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: *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 school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) or paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. —California Education Code Section 47605(b)(5)(B)*

Envision Academy Graduation Requirements

At Envision Academy we are focused on rigor. By rigor we don't mean more content, we mean more complexity: the ability to think like an historian or mathematician, the ability to know and use the 21st century leadership skills necessary in college and life, and the ability to reflect about one’s personal journey as a learner. In short, we are about students knowing, doing, and reflecting.

EA students know, do, and reflect on academic subjects in 6th – 12th grade. They focus on four core competencies and 4 leadership skills required for college. In addition, 11th grade students complete a project for their Workplace Learning Experience (WLE Internship) that demonstrates their ability to use leadership skills as well as inquire, analyze, research or express themselves creatively in the workplace.

From the moment our students begin their experience at Envision Academy in 6th grade, they prepare for their 12th grade College Success Portfolio, which is part of the body of evidence used by a student’s Oral Defense Committee to assess whether a student is ready to be successful in college and in the workplace. The determination is based upon multiple indicators including completion of coursework, participation in projects, and other measures that show a student’s proficiency on the relevant content standards.

To ensure our students are prepared to defend their College Success Portfolio in 12th grade, all 10th grade students defend a Benchmark Portfolio at the end of their 10th grade year, and all 8th grade students will defend a Promotion Portfolio at the end of their 8th grade year. The completion of the 12th grade College Success Portfolio, 10th grade Benchmark Portfolio, and 8th grade Promotion Portfolio is required for all students.

Each portfolio accomplishes the following:

1. Requires each student to demonstrate what he or she knows and is able to do in an individualized format;
2. Emphasizes the importance of reflecting on one’s learning (meta-cognition);
3. Enables a committee (of a student’s advisor, teacher(s), peer(s), and other community members) to assess his or her readiness for college and work;

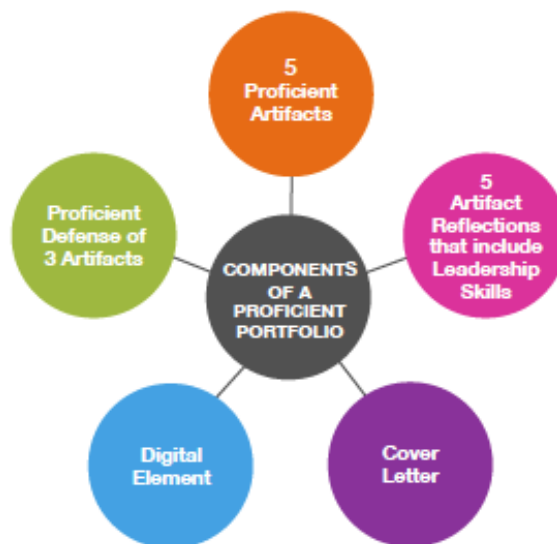
4. Produces meaningful indicators of student learning that informs curriculum and teaching practice throughout Envision Education; and
5. Promotes a shared understanding among students, teachers, parents, and community of the quality of work and what graduates are expected to know and be able to do.

The Portfolios are not a random compilation or collection of a student’s best work in different subjects, but is the deliberate and thoughtful selection of student mastery work assembled by the student in a unique and compelling way to provide evidence of his or her learning at Envision Academy.

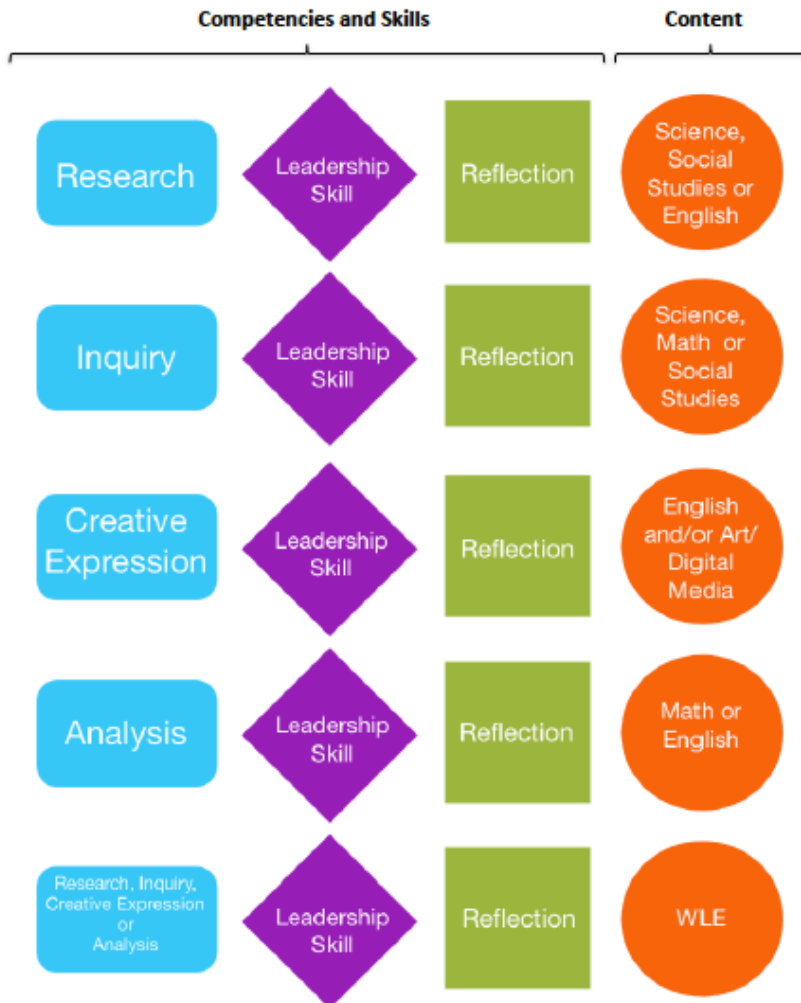
The requirements for a complete and proficient portfolio are as follows:

- The portfolio includes a proficient artifact per competency (research, inquiry, creative expression, analysis) plus WLE for CSP (total = 4 artifacts for Promotion Portfolio and Benchmark Portfolio and 5 artifacts for CSP)
- Each artifact must come from a different subject area. For example, if a science artifact is used for Research, then a social studies artifact must be used for Inquiry.
- For CSP, WLE cannot be the sole artifact for a competency; it’s in addition to the subject-specific artifact.
- Each artifact is tied to at least one leadership skill and all leadership skills must be represented.

The requirements for a complete and *proficient* portfolio are as follows:



The Oral Defense of each Portfolio is an individualized presentation of learning during which the student reflects on his or her work, provides evidence of 21st Century Leadership Skills, and demonstrates how his or her work both meets the school’s criteria for graduation and supports his or her personal and professional goals.



In addition to Envision Academy’s Portfolio requirements, EA students are required to complete the following coursework.

6th – 8th grade students will complete coursework in the following general categories for promotion into the 9th grade.

Subject Area	Topics	Promotion Requirement
Social Science (integrated with Language Arts coursework)	Ancient History World History US History	3 years
Language Arts	Common Core Literacy 6 Common Core Literacy 7	3 years

	Common Core Literacy 8	
Mathematics	Common Core Math 6 Common Core Math 7 Common Core Math 8	3 years
Science (integrated with Math coursework)	The Physical World Life Science Physical Science	3 years
Arts and Technology Exploratory	Visual Arts Drama Music Robotics Computer Coding	3 years
Physical Education	Sports and Fitness	3 years

9th – 12th students are required to complete the A-G requirements listed below:

Subject Area	Examples of Course Titles	UC/CSU Requirement	EA Graduation Requirement
Social Science	World History United States History Government	1 year 1 year	1 year 1 year 1 year
Language Arts	English Language Arts, English Language & Literature, American Literature and Expository Reading and Writing Course (ERWC)	4 years	4 years
Mathematics	Algebra, Geometry, Algebra II, Pre-calculus, Calculus	3 years	3 years (4 recommended)
Science	Biology, Chemistry, Physics	2 years	2 years (3 recommended)
Spanish/Second language	Spanish 1, Spanish 2 Spanish for Native Speakers AP Spanish Literature	2 years	2 years <i>or satisfaction of LOTE requirement</i>
Other	Digital Media Arts, Theater Arts, Advanced	1 year	2 years (3

	Digital Media Arts		recommended)
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Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Envision Academy’s annual goals, actions, and measurable outcomes, both school-wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix J. 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 through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA

***Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.—California Education Code Section 47605(b)(5)(C)*

Envision Academy will meet all statewide standards and will conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

How Assessments Align to Mission and Curriculum

The mission of Envision Education is to transform the lives of students – especially those who will be the first in their families to attend college – by preparing them for success in college and in life. Envision Education believes that by entering, succeeding in, and graduating from college our students transform the trajectories of their lives and eventually their communities. In order to prepare students to enter and succeed in college, EA has chosen to use the reading comprehension screener with ReadingPlus, called Insight to measure reading growth, Interim Assessments, grades, CollegeSpring Diagnostics, the College Success Portfolio (CSP), and the state-mandated CAASPP assessment program for its assessments.

For the past five years, Envision Academy has been taking the reading comprehension assessments as a method to measure reading growth across the school and measure the success of reading intervention programs. We will continue this work by expanding our reading assessments into Middle Grades.

Envision Academy also partners with CollegeSpring to provide all 11th graders preparation for the SAT. Teachers are trained to deliver curriculum in their classrooms, and to review individual reports from four diagnostic (full-length practice) exams with students to guide their study during Academic Seminar. College student tutors deliver small group instruction afterschool in the spring.

The Smarter Balanced Assessment (and its ever-evolving role in whether or not students are required to take remedial classes in college), grades and the Common Interim assessments are other important measures to track our students' success and preparedness for college. The SBAC tests help determine whether a student is college-ready. Since Envision Academy is a college prep program, it is important to know how many students are prepared for college level work when they graduate. To prepare for the SBAC, Envision has developed three interim assessments in math and English. These assessments are aligned to the Common Core State Standards and are correlated to the curriculum in classrooms. Results from these assessments will be used to improve instruction and student growth. Our Middle Grades will implement regular progressing monitoring through NWEA testing and common performance task assessments as well in order to prepare students for the Smarter Balance Assessment at the end of 6th, 7th, and 8th grades.

The College Success Portfolio (CSP) is a distinguishing feature of Envision Academy and all Envision Education. All students, in order to earn their diploma, are required to defend their College Success Portfolio. This Portfolio contains evidence of the student's mastery of the Envision 21st Century Leadership Skills and in four Competencies: Research, Analysis, Creative Expression, and Inquiry. These portfolios contain evidence from work in their Social Studies and Science classes as well as English, Math, World Languages, and the Arts.

Besides engaging in traditional assessments, Envision also encourages and coaches teachers to use Assessment for Learning. Assessment for Learning is a process where teachers engage students in their own learning so students understand what they've learned and how they need to grow. This can include in-the-moment feedback on a comment in-class, assignment or exit ticket or it can mean feedback on an essay or interim assessment.

There are several major strategies of Assessment for Learning: (1) Provide a clear and understandable vision of the learning target; (2) Use examples and models of strong and weak work; (3) Offer regular descriptive feedback; (4) Teach students to self-assess and set goals; (5) Design lessons to focus on one aspect of quality at a time; (6) Teach students focused revision; (7) Engage students in self-reflection and let them keep track of and share their learning.

EA Lead Teachers and school leaders, with support from our Support Office coaches, provides professional development and implements Assessment for Learning strategies at EA. Through engaging in the Assessment for Learning process, EA hopes that teachers will not simply use the interim assessment data as a benchmark but also use in-the-moment data to make curricular decisions based on knowledge of how their students are performing and improving.

Please refer to the table in Element B of this charter for a description of the assessments EA utilizes in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. EA affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described above and in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Plan for Collecting, Analyzing and Reporting Student Performance Data

The assessment tools and exit outcomes outlined in Elements B and C of this charter identify the measurable pupil outcomes and the multiple types of assessment used by EA. This assessment system is designed to ensure that all students grow as learners and leave EA prepared for college-level coursework. It also allows teachers and administrators to track the progress of our students to be college-ready. The information below outlines how EA analyzes and reports on the data from each assessment.

- **Reading Comprehension:** The use of the ReadingPlus program, including its screener Insight, enables Envision Academy to measure the reading growth of students and measure the effectiveness of their reading programs. Students take the reading assessment

three times a year to track their growth. EA also uses these reading assessment scores in their Response to Intervention (RTI) program as a way to measure the progress of students in their intervention programs.

- **Interim Assessments:** The interim assessments for our 9-12th grade students take place three times a year and help students prepare for the CAASPP Assessments. Our Middle Grades will implement interim performance-based assessments in order to prepare students for the CAASPP Assessments in 6th, 7th, and 8th grades. Our internally developed interim assessments are aligned to the Common Core State Standards and focus on performance tasks similar to the Smarter Balanced assessment. Teachers will use the results from these assessments to adjust their teaching based on student results and improve student-learning outcomes. After each interim assessment, administrators will conduct data conferences with all of the English and Math teachers to help them analyze the test results and develop goals for the next assessment. To prepare for these meetings, teachers will fill out a data conference template that will guide their analysis of the data. The data template requires teachers to reflect on standards where students struggled and succeeded and develop instruction that will help students master the State Standards.
- **NWEA MAP:** In addition to internally developed assessments, students will take the NWEA MAP assessments four times a year. This assessment is an online standards based adaptive assessment that gives students, teachers, and families a clear idea of progress and growth in relation to grade level standards.
- **CollegeSpring** diagnostic results are shared with students four times throughout the year to individualize preparation for the SAT. **CAASPP:** The summative CAASPP test results help Envision Academy measure how prepared students are for college level coursework. Since this assessment is in a student's 11th grade year, there is still time to help the students gain the skills they need before graduating the following June. EA can use the SBAC results to help fill skill gaps for students in their 12th grade year before going on to college. In the Middle Grades, EA will use students' performance on the NWEA MAP and CAASPP in order to implement targeted interventions and supports to ensure students are at grade level in reading and in math before entering the 9th grade.
- **Portfolio Defense Assessment:** Through the College Success Portfolio (CSP) system, teachers and administrators keep track of the number of proficient artifacts completed by students to ensure that students are on the right track to completing their CSP portfolio and defense. Students participate in an extensive revision process when preparing for their CSP defense. In order to prepare for the defense, students must prepare a cover letter and introduction, digital arrangement of their work, reflective summaries, and workplace artifact and reflection. Teachers review all of these materials extensively and students produce multiple drafts before presenting their work. Students also develop a reflection each time they develop a performance task that is included in their portfolio. During the CSP defense presentation, students are required to reflect on how his or her

work both meets the school's criteria for graduation and supports his other professional goals. Students, teachers and administrators in Middle Grades will also engage in process of preparing and defending a portfolio of work, and the portfolio process and requirements will be iterated and refined by the founding staff.

- **Assessment for Learning:** Teachers are constantly collecting feedback from students about their growth through exit tickets, unit assessments, presentations, and essays. Through these formative assessments, teachers can give feedback to teachers about their learning and help them understand where they need to grow. The instructional leaders provide professional development at their site and train teachers in the Assessment for Learning model. After the professional development sessions, the instructional leaders reflect as a team on how the PD was conducted and how they could improve for the next session. During the PD session at the site, instructional leaders encourage teachers to look at student work as examples and methods to lead their discussion on the best way to give in-the-moment feedback, write effective learning targets, and develop effective exit tickets.

After focusing as a network for two years on Assessment for Learning, teacher-leaders and teachers are using the gained knowledge regarding AFL to focus on improving practice around evidence. We are asking students, "How do you know what you know?" Through three learning modules, instructional leaders are guiding their peers through three inquiries — first focusing on reading for evidence, then moving to speaking and listening for evidence, and ending with writing for evidence. In other words, teachers are applying their skills of Assessment for Learning to gather data on how well their students use evidence to back up their ideas and demonstrate their learning.

Reporting to the Broader Community

- **SARC:** EA annually publishes the School Accountability Report Card (SARC) in accordance with state and federal laws as they apply to charter schools
- **LCAP:** The annual update to the Local Control Accountability Plan (LCAP) will be produced and submitted to the County in accordance with Education Code Sections 47606.5 and 47604.33.
- **County Visitation/Inspection:** EA will comply with a County-requested visitation process and enable the County to gather information needed to validate EA's performance and compliance with the terms of our charter. EA agrees for the right of the County to make random visits and inspections in order to carry out its required oversight in accordance with Education Code Section 47607.
- **Responses to Inquiries:** EA will respond to all reasonable questions including, but not limited to questions regarding financial records from the County Office of Education, County Board of Education and the State Superintendent of Public Instruction in accordance with Education Code Section 47604.3.

ELEMENT D: GOVERNANCE STRUCTURE

***Governing Law:** 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.— California Education Code Section 47605(b)(5)(D)*

Non-Profit Public Benefit Corporation

Envision Academy is a directly funded independent charter school and operated by Envision Education, a California non-profit public benefit corporation, pursuant to California law and Education Code Section 47604. Envision Academy operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated with the County. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of Envision Academy, operated by Envision Education, a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Envision Academy as long as the County has complied with all oversight responsibilities required by law.

See Appendix C for the Envision Education Articles of Incorporation and Bylaws

Envision Education is a California nonprofit 501(c)(3) corporation incorporated in 2001, which manages three charter schools, each separately authorized. The charter applicant, operator, and governing body for all Envision Education schools is the Envision Education Board of Directors (“Board of Directors” or “Board”). Each Envision Education charter school maintains a separate budget and undergoes its own financial audit each year. Envision Education also creates combined financial statements annually.

As also stated in the Assurances and Affirmations section above, Envision Education will:

- Collaborate with the Alameda County Office of Education
- Be operated as an independent 501(c)(3) tax-exempt California nonprofit public benefit corporation
- Be governed by its Board of Directors, as defined by the California Corporations Code
- Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter
- Operate public schools and not charge tuition
- Encourage ethnic diversity in its programs, policies, and practices
- Not discriminate in any programs, policies and practices based upon race, ethnicity, religion, gender, gender identity, gender expression, sexual orientation, or disability or any other characteristic described in Education Code Section 220
- Be nonsectarian in its programs, admission policies, employment practices, and all other operations

Summary Of Governance Structure

EA is a charter school operated by and accountable to Envision Education, a California non-profit public benefit corporation as governed by the Envision Education Board of Directors in accordance with California law and its adopted bylaws. Current members of the Board of Directors as of July 2017 are listed in **Appendix D**. Pursuant to Education Code Section 47604(b), ACOE may appoint a representative to the Envision Education Board of Directors.

Appendix C includes the Envision Education corporate bylaws that are maintained to align with this charter and include information about the Board committees and Board election/appointment and turnover. In considering new members of the Board of Directors, the Board seeks out educational leaders in the community with a passion for education and proven experience and/or knowledge in one or more of the following areas: urban education, curriculum, assessment, non-profit operation, finance, law, and real estate. The governance structure of EA includes the following components:

- Envision Education, a California Non-Profit Public Benefit Corporation, governed by the Board of Directors, which is EA's governing board.
- Chief Executive Officer
- Chief Schools Officer
- Principals
- A Site Leadership Council

Board Of Directors

Included in **Appendix D** are current members of the Board of Directors of Envision Education. Subject to the limitations of this charter and of the corporate bylaws, the governance of EA is under the authority of the Board of Directors and its duly appointed representatives.

The Board appointment, Board elections, terms, term limits, resignation, removal and vacancies are all handled in accordance with the corporate bylaws, which may be changed from time to time at the discretion of the Board of Directors. In accordance with the bylaws, the number of directors shall be at least three (3) and no more than (17). The Board of Directors meets regularly to review and act on its responsibilities. Meetings of the Board of Directors are held at least six (6) times per year. All meetings are held in accordance with the Brown Act. EA shall comply with the Public Records Act, Government Code Section 87100 and applicable portions of the Corporations Code.

Directors have a fiduciary duty to ensure the governance, programmatic, operational and fiscal health and integrity of the Envision Education organization. The Board also acts to ensure that Envision Education best fulfills its mission and operates within the context of its strategic plan. Board members should become properly oriented with Envision Education's purpose, history, and needs. They should also support the mission, vision and programs of Envision.

Term

Board terms are for three years. Board members are expected to serve at least one term. Directors

are generally limited to two three-year terms. The Chief Executive Officer of Envision serves as an *ex officio* member of the Board with full voting privileges.

Attendance

Preparation for and attendance at Board meetings in person is expected. Phone participation at one meeting each year is permitted. Absence from one meeting each year is allowed. Special board meetings occur on an as needed basis and may be convened by phone.

Officers

Members will elect a Chair, Vice Chair, and Secretary/Treasurer. Terms of office are two years for each position.

Board Work

Each Board member is expected to participate as a resource on one or more Board committees or working groups, whether standing committees or ad hoc working groups, as the board requests.

Program Oversight

Each Board member is expected to:

- Become and remain knowledgeable about Envision Education's programs.
- Provide assistance and advice to the CEO and staff on issues within the member's areas of interest and expertise.
- Evaluate the progress of the organization in achieving its defined goals.
- Visit a school or attend an Envision Learning Partners event once a year. Given the importance of maintaining the board's connection to the staff and students at schools, at least one board meeting per year will "bring the schools to the board" to supplement individual director visits.
- Participate in strategic planning activities.

Legal/Financial

Each Board member is expected to:

- Review and understand the organization's financial reports.
- Approve the annual budget and monitor budget implementation.
- Ensure that revenue requirements are satisfied.
- Oversee an independent audit on an annual basis.
- Maintain corporate compliance and tax-exempt status.

Fundraising & Development

Each Board member is expected to:

- Provide leadership in fundraising activities and events, specifically including attending fundraising activities and introducing prospective supporters to Envision Education.
- Make Envision Education a philanthropic priority personally by making a meaningful gift each year.
- Act as public ambassadors and advocates for Envision Education and its work.

Board Effectiveness

Each Board member is expected to:

- Assure that the Board fulfills its fiduciary responsibility for the governance and effectiveness of the organization.
- Recruit, elect, and assist in the orientation of new Board members.

Chief Executive Officer

It is the Board's responsibility to:

- Approve the selection, compensation for, and if necessary, dismissal of the CEO.
- Evaluate the CEO's performance in achieving the defined goals of the organization on an annual basis.
- Approve selection, compensation and dismissal for all executives reporting directly to the CEO, albeit taking into consideration the recommendation of the CEO.

The CEO is responsible for administering and managing Envision Education, working with the Envision Education Board of Directors, the school communities, ACOE, other authorizers, and governing bodies specified by local and state law. The CEO's responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of of Envision Education's management team, including the Chief Schools Officer, Chief People & Growth Officer, Chief Operating Officer, and the Executive Director of Envision Learning Partners
- Approve contractual agreements below \$100,000.
- Participate in the dispute resolution procedure and complaint procedures when necessary

Chief Schools Officer

The Envision CEO hires the CSO, who is responsible for managing the performance of Envision Education schools including Envision Academy. The CSO's responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of 2 EA Principals: 1 Principal for grades 9-12 and 1 Principal for grades 6-8
- Hire, promote, discipline and dismiss all employees of EA after consideration of a recommendation by Principal for grades 9-12 or Principal for grades 6-8
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school related programs
- Approve the school calendar
- Review requests for out of state or overnight field trips

EA Principals

The CSO hires a Principal for grades 9-12 and a Principal for grades 6-8 who are responsible for administering EA in all of its aspects, working with the Envision Education Management Team, the EA Leadership Council, ACOE, and the other governing bodies specified by local and state law. The Principal's duties, as directed by the CEO are outlined in the job description in **Appendix F**.

The Principal for grades 9-12 responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of EA staff for grades 9-12
- Regularly measure progress of both student and staff performance for grades 9-12
- Involve parents and the community in school related programs for grades 9-12

The Principal for grades 6-8 responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of EA staff for grades 6-8
- Regularly measure progress of both student and staff performance for grades 6-8
- Involve parents and the community in school related programs for grades 6-8

The founding principal of our Middle Grades 6-8 will be Jessica Fyles, who has worked as a Vice Principal at Envision Academy since 2015 and previously held other instructional positions at Envision Education. She is well situated to collaborate with our current principal of grades 9-12, Eve Gordon, who has worked closely with Jessica on EA's administrative. Jessica's connection to our Oakland families, experience and leadership within our Envision Portfolio Defense model, comfort and experience with technology, and collaborative nature will serve her well as she founds our Middle Grades 6-8.

Local Governance: EA Site Leadership Council

Under this charter, the Board of Directors of Envision Education retains ultimate responsibility and accountability for EA. However, EA will continue to be locally managed by the Principals, as designated by the CEO of Envision Education, and the EA Site Leadership Council (LC). The LC shall operate in accordance with the bylaws of the LC (**Appendix G**). The bylaws describe the membership and procedures for the LC. Meetings of the Leadership Council shall be held in accordance with the Brown Act. LC responsibilities include:

- Site budget recommendations to the Board of EE.
- Teaching and learning policies.
- Determining school calendar and other logistical policies.

Parent, Student And Community Involvement

EE strongly encourages parents and members of the community to participate in and share responsibility for the educational process and educational results of EA. Envision Education currently has an Enrollment Manager at the network level, Oakland Community Organizer, and EA Family Liaison dedicated to implementing these strategies. As members of the LC, parents are active participants in developing school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parent involvement include:

- Parents, students and advisors meet at least twice a year to plan and assess the students' learning progress and determine goals.
- Exhibition panels – parents and mentors sit on panels to judge student work.
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at EA.

- Student-lead conferences – students will lead conferences on their work mid-year to keep parents informed.
- Volunteer opportunities at the EA site – Various opportunities will arise for parents to volunteer, for example, help in classrooms, lead extra-curricular activities, assist in event planning, attend field trips and serve on parent committees. Although no formal requirement will be imposed, it is encouraged that parents volunteer a minimum of 20 hours per year to the school. No student will be excluded from EA or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 20 hours of participation.
- Fundraising – parents and community members may work with the school to raise additional resources to support students and the school program.
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

Envision Education and the LC will translate materials and when necessary or provide a translator for communication with parents who do not have English as a primary language.

Grievance Procedures For Parents And Students

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

Envision Education adopts and publicizes grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

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

Conflict Of Interest

Envision Education has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations.

See Appendix E for the Envision Education Conflict of Interest Code.

Collective Bargaining Agreement

School-based employees (certificated employees, classroom teachers, counselors/college advisors, and psychologists), excluding all management, supervisory, and confidential employees across Envision Schools are managed in accordance with the collective bargaining agreement between Envision Education and Envision United CTA/NEA, which was developed in the 2016-17 school year and signed in June 2017.

County Required Provisions

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

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

EA, as governed by Envision Education acknowledges that it is subject to audit by ACOE. If ACOE seeks an audit of Envision Academy, it shall assume all costs of such audit. This obligation for the County to pay for an audit only applies if the audit requested is specifically requested by the County and is not otherwise required to be completed by Envision Academy by law or charter provisions.

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

Envision Academy and/or Envision Education will be solely responsible for its debts and obligations.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

Envision Education will recruit professional and qualified personnel to serve in administrative and teaching capacities at EA with an emphasis on recruiting staff that reflects the diversity in the student population EA serves. Staff outreach efforts include: encouraging staff of color to attend recruiting events geared towards persons of color; person-to-person outreach; develop partnerships with organizations such as the Black Teacher Project, Educate78, and schools of education in Oakland; and develop a program of hiring a diverse pipeline of Guides and Instructional Aides and provide support in enrolling in credential programs. As a charter school, EA is a school of choice and no employee will be required to work there. EE complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

When fully enrolled with grades 6-12, EA will have:

- 39-41 classroom teachers for a fully enrolled school (15-17 teachers for 6th-8th and 24 teachers for 9th-12th),
- 6 guides (2 per grade level for 6th-8th),
- 2-4 instructional aides,
- 2 principals (one for 6th-8th and one for 9th-12th),
- 3 assistant principals (one for 6th-8th and two for 9th-12th),
- 2 office managers (one for 6th-8th and one for 9th-12th),
- 2 administrative assistants (one for 6th-8th and one for 9th-12th),
- 1 college advisor (9th-12th),
- A full support staff of Special Education staff and intervention teachers.
- All employees meet specific qualifications for employment as outlined in the job descriptions, as outlined in Appendix F.

Teachers:

Teachers at EA must meet the credential requirements outlined in Education Code Section 47605(1) as follows:

“Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.”

Instructional Support Staff:

Envision Education may also employ or retain non-certificated instructional support staff where (s)he has an appropriate mix of subject matter expertise, professional experience, language skills, and the demonstrated capacity to work successfully in an instructional support capacity.

Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except for flexibility given under Education Code Section 47605(1) for instruction in non-core, non-college preparatory courses and activities.

All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the position's job description and the school's adopted personnel policies.

All employees meet specific qualifications for employment as outlined in the job descriptions, as outlined in **Appendix F**.

ELEMENT F: HEALTH AND SAFETY

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

In order to provide safety for all students and staff, EA maintains a comprehensive School Safety and Emergency Response Plan (Appendix K) in cooperation with the school's insurance carrier that is specific to the school site. This Plan addresses conceivable emergency situations, e.g., earthquakes, floods, shootings, and electricity loss. The Plan also includes policies and procedures on health and safety including, but not limited to, immunizations, vision, hearing, and tuberculosis screening, natural disasters, contact with blood-borne pathogens, staff training in first aid and emergency procedures, administration of prescription drugs and medicines, structural safety standards for facilities, and intolerance of tobacco, drug, and alcohol use.

The following is a summary of the health and safety policies of the Charter School:

Procedures For Background Checks

EA complies with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees and contractors prior to employment and/or contract. 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 Director of HR shall monitor compliance with this policy and report to the Envision Education Board of Directors on a regular basis. Volunteers are fingerprinted and cleared before any one-on-one contact with pupils of EA without the supervision of a credentialed employee.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

EA adheres to all law related to legally required immunizations for all enrolled students who receive classroom-based instruction, pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

CPR/First Aid Training

All employees shall be CPR/First Aid trained before the end of their first year of employment.

Medication in School

EA 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.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. EA adheres to Education Code Section 49450 et. seq. as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

As described above, EA adheres to a School Safety and Emergency Response Plan drafted specifically to the needs of the school site. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood borne Pathogens

EA meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board implements a written infectious 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

EA maintains a drug-, alcohol-, and smoke-free environment.

Integrated Complaint and Investigation Procedure

EA has developed a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into EA, including a Uniform Complaint Policy and Procedures. Under the direction of the Envision Education Board of Directors, the EA Principal is responsible for investigation, remediation, and follow-up on matters submitted to EA through this procedure.

Comprehensive Discrimination and Harassment Policies and Procedures

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

Facility Safety

EA 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. EA tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. EA conducts fire drills as required under Education Code Section 32001.

ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

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

It is the explicit goal of Envision Education to ensure that the student population at EA is reflective of the racial and ethnic balance within the territorial jurisdiction of the Oakland Unified School District population and that EA serves significant numbers of underserved students. EA strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. To this end, EA engages in a variety of means and strategies to achieve a racially and ethnically diverse student population. These strategies include, but are not limited to, the following:

- Develop strong relationships within Oakland through parents and families, counselors at local elementary and middle schools, and leaders at community organizations.
- Engage current EA parents and families in the design of community organizing and in a referral program.
- Offer opportunities to learn more about EA, such as Info Night Presentations, school visits, and Shadow Days.
- Bring diverse staff on recruiting visits, including relevant foreign language-speaking teachers.
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhoods in multiple languages.
- Outreach via public meetings, community based organizations, local middle schools, neighborhood festivals, civic organizations, religious institutions, athletic facilities, and canvassing neighborhoods to reach interested families.
- Marketing efforts via social media, brochures, informational postcards, television, and local radio stations targeted at diverse populations.
- Partnership with EnrollOak, a common enrollment system for all charter schools across Oakland, and alignment with EnrollOak's processes for open enrollment and broad-based recruitment, including participation in school fairs and other collaborative community outreach strategies.

Envision Education currently has an Enrollment Manager at the network level, Oakland Community Organizer, and EA Family Liaison dedicated to implementing these strategies.

Envision Academy shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of

hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with any individual who has any of the aforementioned characteristics).

EA is proud of its ability to attract and retain a diverse student population that closely mirrors the racial and ethnic population of the Oakland Unified School District and ACOE, as presented in the table demonstrating current student demographic data in Element A of this charter. The Envision Education Board of Directors and EA staff reviews EA’s student demographic data at least annually in order to make adjustments as necessary to the outreach and recruitment strategies noted above.

ELEMENT H: ADMISSION REQUIREMENTS

Governing Law: *Admissions policies and procedures, consistent with [Education Code Section 47605] subdivision (d). —California Education Code Section 47605(b)(5)(H)*

EA shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. EA shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Open Enrollment Period and Public Random Drawing

EA is open to all students in the state of California who wish to attend EA. Students who wish to attend EA are required to complete an application form. As part of the application process, all parents/guardians and students are encouraged to attend a parent/guardian and student orientation meeting.

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period that will be completed in alignment with EnrollOak’s timeline each year, applications are counted to determine whether any grade level has received more applications than availability. If the number of applicants exceeds the maximum number of students, enrollment will be determined by a public random drawing (“lottery system”).

The following groups of students will be exempted from the lottery:

- Students who are currently enrolled

The following groups will be given preference:

- Siblings of students admitted to or attending the EA
- Children of teachers and staff, not to exceed 10% of total enrollment.
- Children of Founding Families, not to exceed 10% of total enrollment of the first three 6th grade classes, as defined by the Founding Family Policy below in accordance with Education Code section 47605(d)(2)(B)
- In-district, Low-income⁵
- All other In-District

⁵ Low income is defined as students residing in attendance areas of elementary schools with 70% or more Free Reduced Lunch population surrounding the school.

As required to comply with the U.S. Department of Education’s Charter Schools Program Non-Regulatory Guidance applicable to discretionary grants (and sub-grants) awarded by the Department of Education, weighting factors will be assigned to preferences as follows: in-district, low-income = 3:1; all other in-district = 2:1. At all times, Envision Education will strive to comply with all applicable laws, regulations and policies under various federal and state grant, bond and other funding programs regarding admissions to public charter schools; where any conflict exists between existing charter petition language and an applicable law or regulation (including as these laws and regulations may change from time to time), Envision Education will work with its charter authorizer to ensure compliance.

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

Founding Family Policy:

The following definitions, requirements, and descriptions apply to the “Founding Family” preference in accordance with Education Code Section 47605(d)(2)(B):

- “Founding Families” are defined as parent/s, legal guardian/s, or individuals who commit to supporting the development of Envision Academy Middle Grades through the completion of meaningful tasks before the first 6th grade class begins in August 2019.
- There shall be no requirement that Founding Families contribute funds or a specific numbers of hours as a part of their commitment.
- The selection process for Founding Families includes submission of an Application and Individual Contribution Plan by October 1 each year. Interested Founding Families will be selected on a first-come, first-served basis.
- Founding Family status cannot be delegated or transferred to other individuals.
- The lottery preference for children of Founding Families will apply during the first three years of Envision Academy Middle School, for those enrolling their children in 6th grade in August 2019, August 2020, and August 2021. Founding Family enrollment will be capped at 10% of total enrollment for the first three 6th grade classes. After August 2021, the Founding Family preference will no longer apply.
- Should Envision Middle School have more applicants than space available, children of Founding Families shall be given preference in the random public admissions lottery, subject to the cap above.

No other admissions exemptions or preferences will be assigned.

All applications drawn after reaching capacity will be placed on a waitlist, in order in which they are drawn. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public Random Drawing

EA will utilize an online end-to-end solution for admissions and enrollment. The online system allows parents to apply online, using a PC, tablet, or smartphone but also supports manual entry

of paper application submitted to the school site directly. The system is designed to honor the school's enrollment preferences, in a fair and consistent manner. The lottery module of the online system allows EA to set the predetermined number of seats available in the lottery, and runs the random lottery to assign seats and generate the wait list honoring the enrollment preferences established.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). 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. Students eligible for preference categories will be assigned weighted priorities in the lottery. Once weights have been assigned, a random drawing will be held until all available spaces are filled. The drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Enrollment Process

Once admitted to EA and enrolled, students will be granted admission in subsequent years. Students enrolled will complete a Re-Enrollment form through the online system no later than June 1 or the student may lose his/her enrollment status.

Admission tests will not be required or administered to students prior to acceptance and enrollment into EA; however, placement tests may, at the discretion of EA, be administered after students are enrolled. These tests will serve as diagnostics of students' reading, writing and math skills and used for appropriate placement. Results of placement tests play no role in the admission process and are not conducted until after admission notification has been made.

Upon confirmation that a student has secured a spot at the school, parents/guardians must submit a complete Registration packet, which shall include, but not be limited to, the following:

- Student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of record

ELEMENT I: FINANCIAL AUDIT PROCESS

Governing Law: *The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.—California Education Code Section 47605(b)(5)(I)*

Fiscal Audit

Envision Education will comply with state reporting mandates applicable to charter schools including interim reports, mid-year projections, and unaudited actuals and conduct its financial operations through established procedures of the Envision Education Board of Directors. An annual independent fiscal audit of the books and records of EA will be conducted as required under Education Code Sections 47605(b)(5)(I) and 47605(m).

The Envision Education Board of Directors will form an audit committee each fiscal year to oversee selection of an independent fiscal auditor and the completion of an annual independent audit of EA's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the school's financial statements; attendance, enrollment, and accounting practices; and EA's internal controls. The audit will be conducted in accordance with generally accepted accounting principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's approved K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within five months of the close of the fiscal year. A copy of the annual audit will be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The audit committee will review any audit exceptions or deficiencies and report to the Envision Education Board of Directors with recommendations on how to resolve them to the satisfaction of the County. The Envision Education Board will then submit a report to ACOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter (see Element N: Dispute Resolution).

In addition, EA welcomes ACOE to conduct a site visit, which would include observation of the instructional program.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION

Governing Law: *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 his or her 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 school days before the effective date of the action.

The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a 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 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). —California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning, balance students' rights to due process, and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School

staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

EA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on 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 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to 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 the Charter School 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 schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, 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 suspension and expulsion procedures described below.

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 anytime 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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force of violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 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. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
 - n. 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.
 - o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p. Engaged in, or attempted to engage in hazing. For the purposes of this

subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q. 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 section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property which includes, but is not limited to, electronic files and databases,, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more

of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) "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:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 3. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to

have one or more of the effects described in subparagraphs (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 clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c) Notwithstanding subparagraphs (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.

- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or

- intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m. Possessed, sold, or otherwise furnished a knife unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
 - n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
 - o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - r. Made terrorist threats against school officials and/or school property, which includes, but is not limited to electronic findings and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in

death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference

- with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) “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:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 3. An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific

value or that involves athletic events or school-sanctioned activities.

- c) Notwithstanding subparagraphs (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.
 - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference:

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians:

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(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 EE Board or appointed subset of Board following a hearing before it or by the ES Board or appointed subset of Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least two members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the EE Board or appointed subset of Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student 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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations 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 pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding 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 him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the

complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board or appointed subset of Board who will make a final determination regarding the expulsion. The final decision by the Board or appointed subset of

Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board or appointed subset of Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's or appointed subset of Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the Authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's or appointed subset of Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board or appointed subset of Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board or appointed subset of Board following a meeting with the Principal and the pupil and parent/guardian or representative to

determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board or appointed subset of Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. *Notification of SELPA:*

The Charter School, if they are a school of the district for special education purposes, shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. *Services During Suspension:*

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (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, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; 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, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the

IEP/504 Team shall:

- i. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. 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
- iii. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals:

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, 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 and the Charter School 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:*

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. *Interim Alternative Educational Setting:*

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

7. *Procedures for Students Not Yet Eligible for Special Education Services:*

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The Charter School 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent 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 the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to

stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: EMPLOYEE RETIREMENT BENEFITS

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.—California Education Code Section 47605(b)(5)(K)*

All eligible EA employees will participate in the California State Teacher Retirement System (CalSTRS). Those not eligible to participate in CalSTRS will participate in the federal Social Security system. All employees of EA will have access to other school sponsored retirement plans according to policies developed by the Envision Education Board and consistent with the school's employment policies. The Director of HR shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all EA employees.

ELEMENT L: ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.—California Education Code Section 47605(b)(5)(L)*

No student may be required to attend EA. Students who live within the boundaries of the Oakland Unified School District who choose not to attend EA may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District. Students who reside outside the boundaries of the District must pursue enrollment in their district or county of residence or apply for an inter-district transfer in accordance with the applicable enrollment policies of the district or county of residence. Parents and guardians of each student enrolled in EA are informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in EA except to the extent that such a right is extended by the local education agency.

ELEMENT M: RETURN RIGHTS OF EMPLOYEES

Governing Law: *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.—California Education Code Section 47605(b)(5)(M)*

No public school district or county office of education employee shall be required to work at EA. All staff at EA shall be considered employees of Envision Education and shall have no automatic right to employment or reemployment in ACOE or the Oakland Unified School District unless specifically granted by the District or ACOE through a leave of absence or other agreement. Existing ACOE or District employees who wish to seek a leave of absence for employment at EA may apply for a leave of absence in accordance with District or ACOE policies and procedures and/or collective bargaining agreements, as applicable. EA employees shall have any right upon leaving a local educational agency or to work in EA that the local educational agency may specify, any rights of return to employment in a local educational agency after employment in EA that the local educational agency may specify, and any other rights upon leaving employment to work in EA that the local educational agency determines to be reasonable and not in conflict with any law.

Absent agreement with ACOE or any school district to the contrary, staff of EA shall not continue to earn service credit (tenure) at ACOE while employed by EE. The length of the leave shall not be for less than one (1) year, or more than the duration of the initial charter renewal or five (5) years, whichever is less. Vacation time/sick leave and years of service credit accrued at EA or ACOE shall not transfer to the other entity unless otherwise agreed upon by the employer and employee. Employment by Envision Education at EA provides no rights of employment at any other entity not operated by Envision Education, including any rights in the case of closure of EA.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

Disputes Between EA and Alameda County Office of Education

EA and ACOE will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures. In the event any part of the following dispute procedures are in conflict with what is outlined in the current MOU between EA and ACOE, the MOU will prevail.

In the event of a dispute between EA and the County, EA staff, employees and Envision Education Board members and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the ACOE Superintendent and EA Principal. In the event that the ACOE Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, EA requests that this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the ACOE Board of Trustees’ ability to proceed with revocation in accordance with Education Code Section 47607.

The EA Principal and ACOE Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the ACOE Superintendent and the EA Principal and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the ACOE Superintendent and the EA Principal shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The ACOE Superintendent and the EA Principal shall develop the format of the mediation session jointly. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and EA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and EA.

Disputes between EA and Envision Education, and Internal Disputes of EA

All disputes between EA and Envision Education, and disputes involving internal matters of EA will be handled in accordance with the bylaws, EE’s Collective Bargaining Agreement (which applies to certificated employees, classroom teachers, counselors/college advisors, and psychologists; and excludes all management, supervisory, and confidential employees), and

policies and procedures of Envision Education and EA. ACOE shall forward any complaints or concerns it receives regarding internal matters of EA and/or Envision Education to the EA Principal, and will not be involved in such disputes unless it deems it necessary as relating to a cause for revocation under Education Code Section 47607.

ELEMENT O: SCHOOL CLOSURE

Governing Law: *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. —California Education Code Section 47605(b)(5)(O)*

Closure of EA will be documented by official action of the Envision Education Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of EA, the County Office of Education, the EDCOE SELPA, the retirement systems in which EA's employees participate (e.g., federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of EA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close EA.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, EA will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. EA will ask the County to store original records of EA students. All student records of EA shall be transferred to the County upon closure. If the County will not or cannot store the records, EA shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Envision Education will prepare final financial records. Envision Education will also have an independent audit completed within six months after closure.

EA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Envision Education Board of Directors and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to EA.

Envision Education will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of EA, all assets of EA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending EA, remain the sole property of Envision Education and, upon the dissolution of Envision Education, if applicable, shall be distributed in accordance with the Envision Education Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon EA closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Envision Education shall remain solely responsible for all liabilities arising from the operation of EA.

As EA is operated by Envision Education, a non-profit public benefit corporation, should the corporation dissolve with the closure of EA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified in the EA budget, EA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

***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. —California Education Code Section 47605(g)*

Attached, as **Appendix H**, please find EA’s budget and cash flow documents, including financial projections for the next three years of operation. These documents are based upon the best data available to EA at this time, including the most recent Local Control Funding Formula projections. In addition, we have provided budget projections through the end of the charter term that outline the fiscal impact of the additional grades on the school’s budget.

EA shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of EA’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all of EA’s receipts and expenditures for the preceding fiscal year.

Potential Civil Liability Effects

***Governing Law:** Potential civil liability effects, if any, upon the charter school and upon the school district.—California Education Code Section 47605(g)*

Envision Education and EA agree to permit the County to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records; agree to and submit to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607; and pursuant to Education Code Section 47604.3, shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County. The records of the EA are public records and EA shall comply with the California Public Records Act.

Envision Academy is operated by Envision Education, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 46704(c), an authority that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. EA shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of EA.

Further, EA/Envision Education and the County shall enter into a memorandum of understanding, wherein EA/Envision Education shall indemnify the County for the actions of EA under this charter.

The corporate bylaws of Envision Education provide for indemnification of the Envision Education Board, officers, agents, and employees, and Envision Education has purchased general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of Envision Education’s insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of Envision Education.

The Envision Education Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, and dispute resolution.

Facilities

***Governing Law:** The facilities to be utilized 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.—California Education Code Section 47605(g)*

Envision Academy intends to continue to occupy its current facility at 1515 Webster St., Oakland, CA 94612 for grades 9-12.

The current lease extends through May 2022 (See **Appendix I**) and Envision holds two additional five-year term options.

For EA middle school grades, Envision Education intends to apply for District facilities through Proposition 39. In order to serve the community described within this charter petition and to support families who may have children attending EA in both middle and high school grades, we wish to have facilities located within a three-mile radius of EA’s existing campus. In 2019-20,

the first year of operation for the middle school grades, we will need temporary space designed to house approximately 110 middle school students in 5 classrooms. In 2020-21, we will need temporary space designed to house approximately 220 middle school students in 10 classrooms. In 2021-22 and beyond, we will be fully enrolled at 330 middle school students and require approximately 32,000 square feet of building space housing 12 standard size classrooms, 3 double-sized classrooms called “project rooms,” 1 classroom-sized learning center to provide additional support to students with IEPs, an office, a classroom-sized multipurpose room for flexible uses, and 3 to 5 small spaces for meetings, counseling, and other student support services. Envision has also engaged in a search for commercial properties that could safely and effectively house the full enrollment of the middle grades, as a second option for facilities if the Prop 39 process does not yield a result acceptable to enrolled families.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Administrative Services

***Governing Law:** The manner in which administrative services of the charter school are to be provided.—California Education Code Section 47605(g)*

Envision Education has experienced administrative staff that handles a variety of “back office” services such as payroll, accounting, instructional program development, and purchasing. Envision Education will be responsible for all of its own personnel salary and benefits plans, provisions and costs. In the event that any administrative services are to be provided by ACOE, the specifics will be agreed to in a Memorandum of Understanding between Envision Education and the County. EE staff will cooperate fully with ACOE staff in the preparation and reporting of all required data and financial information.

In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. If the Charter School is able to obtain substantially rent free facilities from the County, the County may charge for the actual costs of supervisory oversight not to exceed three (3) percent of the revenue of the Charter School in accordance with Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), “revenue of the charter school” means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Insurance

Envision Education finances and maintains general liability, workers compensation, and other necessary insurance of the types on behalf of EA and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the County and Envision Education’s insurer. The County Board of Education is named as an

additional insured on all policies of EA. Copies of certificate(s) of insurance are available to the County upon request and/or as required by the memorandum of understanding with the County.

Renewal charter Term

The duration of the renewal charter term will be five years in accordance with Education Code Section 47607(a)(1), from July 1, 2015 through June 30, 2020.

Renewal

Renewal of the charter shall be in accordance with Education Code Section 47607, including the standards and criteria set forth in the Education Code Section 47605 and implementing regulations in the California Code of Regulations, Title 5, Section 11966.5.

Severability

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