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Renewal Charter Petition for

OnePurpose School

SUBMITTED TO THE STATE BOARD OF EDUCATION
CALIFORNIA DEPARTMENT OF EDUCATION

December 11, 2019

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Board Chair

OnePurpose School

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Statement of Assurances

As the authorized representative of the petitioner group, I hereby certify under the penalty of perjury that the information submitted in this petition for a charter for (name of school) to be located at 948 Hollister, San Francisco CA is true to the best of my knowledge and belief; and further, I certify that, if granted a renewal of our charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations, including but not limited to Education Code section (d)(2)(B).
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the reauthorization of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. 20 U.S.C. ch. 28 § 1001 et seq.
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

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9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.
11. Will provide to the Authorizer information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145).
13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”
14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).
15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).
16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.
17. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

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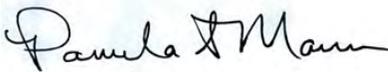
18. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
19. Will operate in compliance with generally accepted government accounting principles.
20. Will maintain separate accountings of all funds received and disbursed by the school.
21. Will participate in the California State Teachers’ Retirement System, and/or the California Public Employees’ Retirement System, and/or other retirement systems, as applicable.
22. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
23. Will require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold under EC Section 47605(l).
24. Will at all times maintain all necessary and appropriate insurance coverage.
25. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
26. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
27. Will comply with Government Code section 1090 et seq. and the Political Reform Act (Government Code section 87100 et seq.)
28. Will be located within the geographical boundaries of the Authorizer in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.
29. Will agree to defend, indemnify and hold harmless the Authorizer against any and all liability and claims arising out of the Charter School’s acts, errors and omissions.
30. Follow the provisions of the McKinney-Vento Homeless Assistance Act of 1987 ([42 U.S.C. ch. 119 § 11431 et seq.](#)) and Education Code 48850-48859 to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
31. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)
32. If the school offers a transitional kindergarten program: (Education Code 48000)

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- a. Comply with the age requirement for transitional kindergarten (students whose fifth birthday is from September 2 through December 2.)
 - b. Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000(g) by August 1, 2020
33. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691).
 34. The charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with [Section 3540](#)) of [Division 4 of Title 1 of the Government Code](#), and shall meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)
 35. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)
 36. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus (Education Code 39831.3.)
 37. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222).
 38. If the school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist
 39. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)
 40. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61).

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41. Adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600).
42. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5).
43. Ensure the availability and proper use of emergency epinephrine auto-injectors by: (Education Code 49414)
- a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device
 - b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
 - c. Providing defense and indemnification to volunteers for any and all civil liability from such administration
44. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)
45. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705).
46. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950.)



October 11, 2019

Pamela Mann, Board Chair

Date

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OnePurpose Petition

Executive Summary

Introduction

OnePurpose School (“OP” or the “Charter School”) is a public charter school that uses respect and love in serving Transitional-Kindergarten through Grade 5 children from San Francisco’s most underserved neighborhoods.

Our goal is to build a strong foundation for our students to succeed in school and beyond and thereby escape the cycle of poverty.

We combine solid academic preparation and social-emotional support - both delivered with the care and respect that nurture self-confidence, the strength and resilience to overcome challenges, and the ability to advocate for one’s self.

Why We Exist

OP is based on four philosophical premises:

1. As a matter of social justice, the children in San Francisco’s most underserved neighborhoods deserve a high-quality free education, as do all of San Francisco’s children.
2. Education is by far the most likely route out of poverty.
3. For children to learn, they must be able to concentrate. For those children experiencing trauma-filled lives, the ability to concentrate on academic learning is made possible through social-emotional and behavioral support.
4. Early education through 5th grade is the critically important learning period in which children must acquire core literacy and mathematics competencies as a foundation for later learning.

Who We Serve

Our Community

OP is located in the Bayview Hunters Point community of southeast San Francisco, a region named the most isolated region of San Francisco. This neighborhood has historically been an epicenter for industrial and military activity, including slaughterhouses, coal and oil-fired power plants, and shipbuilding, as those industries were being pushed out of the center of the city. The Hunters Point shipyard in particular, provided well-paying work and drew a large number of African American residents to the neighborhood during and after World War II. As a result, it became one of the only predominantly African American neighborhoods in San Francisco with residents purchasing homes and building a strong commercial corridor along 3rd street. The closing of the naval shipyard in 1974 and then its designation as a

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Superfund site in 1994 led to the loss of well-paying jobs and began decades of persistent poverty and health and development complications. What was left behind was a hobbled environment and infrastructure.¹

The pollution, substandard housing, declining infrastructure, limited employment and racial discrimination led James Baldwin to famously state in his 1963 documentary, *Take This Hammer*, "this is the San Francisco America pretends does not exist."² Indeed, the combination of stressors have a cumulative effect on the families and students living there as seen in life expectancy: they can expect to live on average 14 years less than their counterparts in San Francisco's affluent Russian Hill neighborhood .³

Redevelopment efforts in the Bayview Hunters Point began in earnest in the 1990s - but have served in many ways to exacerbate conditions for this marginalized population, rather than improve them. On top of high levels of pollution, crime, and economic instability the community now faces increasing housing instability due to advanced gentrification - families in the Bayview Hunters Point community are now among those at the highest risk of displacement within San Francisco.⁴ 30% of renters in these neighborhoods spend more than 50% of their income on housing, compared to 20% city-wide.⁵

As seen in **Figure ES.1**, the vast majority of OP students live within the Bayview Hunters Point neighborhood of San Francisco. (Each pin represents a student, pins with 2 or 3 marked represent that number of students).

¹ San Francisco Healthy Homes Project: Community Health Status Assessment. Available at: https://sfenvironment.org/sites/default/files/fliers/files/sfe_ej_sfhh_community_health_status_assessment.pdf

² KQED, 1963, *Take This Hammer*, San Francisco Bay Area Television Archives

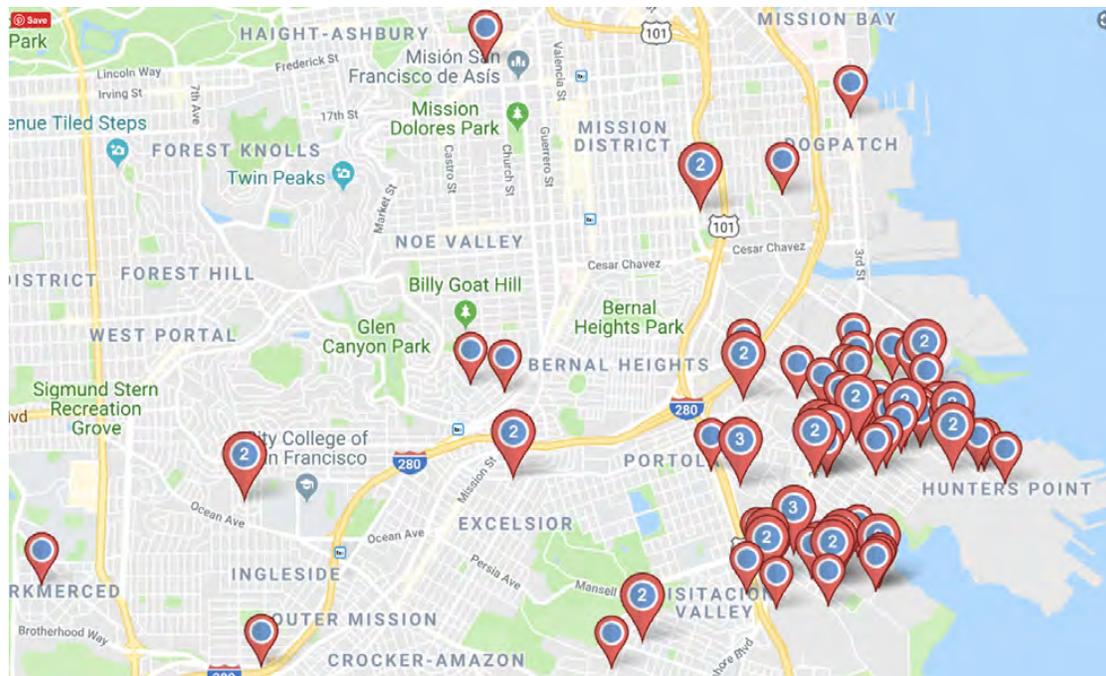
³ San Francisco Healthy Homes Project: Community Health Status Assessment.

⁴ San Francisco Census Tracts with Highest Risks of Displacement. Available at: https://sfmohcd.org/sites/default/files/Documents/MOH/Census%20Tracts%20Eligible%20for%20Anti-Displacement%20Preference_1.pdf

⁵ San Francisco Healthy Homes Project: Community Health Status Assessment.

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Figure ES.1 Heat Map of OP Student Residences across San Francisco



Our Students and Families

OP exists to provide a comprehensive and holistic educational program to these marginalized students and families of Bayview Hunters Point, and Southeast San Francisco. We see our students and families as rich in assets - they represent cultural diversity that is rarely seen in public schools, with approximately half identifying as African American and half as Latinx. We work to welcome and celebrate their cultures and histories, while also naming and working to address the effects that persistent poverty, environmental stress, and trauma have on their lives. Our students are largely from low-income families with low levels of educational attainment themselves, and have experienced generational trauma. As a result, many of our students have identified special needs academically, social-emotionally, and behaviorally. As we also serve an immigrant population, many of our students are English Learners.

A snapshot of the student demographics at OP in comparison to those at SFUSD and for the Bayview are provided in **Figure ES.2**, using the most recently available public data from 2017-18. As seen in these figures, OP serves a significantly higher percentage of African American students and students from low-income families, and a significantly lower percentage of Asian and White students than SFUSD. This is consistent with the neighborhood within which OP operates - and with trends seen in families that can exercise choice. Out of the 6,000 students who live in the Bayview, more than 70% choose to attend

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school outside of their neighborhood.⁶ Those who stay are those who have been traditionally most underserved and have limited other options.

Figure ES.2 2017-18 Demographics for OP, SFUSD, and Neighborhood

Demographic Subgroups	OP (TK-3)	SFUSD (TK-12)	Bayview (All Ages)
Ethnicity / Race			
African American	53.8%	8.4%	29.6%
Latinx	38.6%	31.2%	27.2%
Native Hawaiian or Pacific Islander	4.4%	1.0%	-
Two or More Races	2.5%	4.9%	5.3%
Filipino	0.6%	4.2%	-
American Indian or Alaskan Native	0.0%	0.4%	-
Asian	0.0%	31.0%	26.8%
White	0.0%	14.2%	8.3%
Program Participation			
Low-income	78.5%	52.1%	-
English Learner	32.3%	28.0%	-
Special Education	2.0% (15% in 2019-20) ⁷	11.0%	-

Source: 2017-18 Data for OP and SFUSD is available at www.ed-data.org. Ethnicities for the Bayview are available at <https://statisticalatlas.com/neighborhood/California/San-Francisco/Bayview/Race-and-Ethnicity>

In line with the high unemployment rate, the educational attainment of adults in the Bayview neighborhood is relatively low as seen in **Figure ES.3**, with over two-thirds of all adults holding only a high school diploma or less. This places the Bayview as one of six neighborhoods (out of 92 in total) in San Francisco that have the lowest educational attainment - placing sixth lowest in terms of HS graduation and 5th lowest in terms of college graduation.⁸

⁶ San Francisco Examiner. *Under-enrollment at Bayview schools causes 'ripple effect' across SF*. Available at: <https://www.sfexaminer.com/news/underenrollment-at-bayview-schools-causes-ripple-effect-across-sf/>

⁷ In terms of students with special needs, in 2017-18 OP served only TK - 3 - grades that typically see low levels of identification. In 2018-19, 15% of students have identified special needs.

⁸ More information available at: https://statisticalatlas.com/neighborhood/California/San-Francisco/Bayview/Educational-Attainment#figure/neighborhood-in-san-francisco/no-h_s_-diploma

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Figure ES.3 OP Neighborhood Education Attainment Levels

Education Attainment		
	Bayview	SF
Higher Degree	31.4%	53.5%
High School Graduate	41.7%	34.8%
Not a High School Graduate	27.0%	11.7%

Source: <https://statisticalatlas.com/neighborhood/California/San-Francisco/Bayview/Educational-Attainment>

In summary, the majority of OP students are overcoming significant obstacles due to the persistent marginalization of their community. They are predominantly students who:

- Experience considerable toxic stress as a result of poverty and other environmental stressors
- Have both identified needs, and/or are receiving services, to support their academic, social-emotional, and behavioral development as a result of these stressors
- Are from low-income families experiencing housing instability
- Identify as African American and Latinx
- Include a significant number of English Learners
- Will be first in their families to attend college, and perhaps the first to graduate from high school

OP exists to serve this student population and looks forward to doing so in the next charter term.

What We Do

To achieve its Mission, OP pursues a five-pronged strategy that reflects the critical ingredients required for a successful elementary school serving the students of Bayview Hunters Point, one of the most marginalized communities in the city. OP believes the learning best occurs for these students and families when each of the following conditions are in place.

1. **High Quality Instruction**
 High-Quality Instruction can occur only when a school retains exceptional faculty and leaders, and develops an engaging, well-designed curriculum, while providing sufficient instructional time and emotional support for students to learn. Toward this end, OP seeks to ensure:

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- Teachers are highly qualified, well-versed in the needs of our student population, and capable of providing the stability, consistency, and high-quality instruction that builds trust in their students.
- Literacy programs (reading, writing, listening, and speaking) are consistent and research-based, and include remediation and interventions as needed.
- All curricular programs are research-based, reputable, and taught with fidelity, including science, technology, engineering, math, and social studies, with professional development provided to support teacher knowledge and student learning.
- Enrichment programs such as exposure to art, music, and health and wellness supplement classroom learning.

2. **Social-Emotional and Behavioral Support for All Learners**

Our community of students and families is rich in cultural assets, but has experienced adverse conditions placed on its community - often multi-generationally - that must be overcome in order to break the cycle of poverty. Providing appropriate, high-quality, consistent, individual and/or group support is critical in helping students and families address trauma and environmental stressors to support their social-emotional and behavioral development.

3. **Parent Engagement**

Extensive outreach will be used to engage individual parents and to build and maintain an energized Parent Association that can support student learning, behavior, and expectations. Parent education modules will be a part of the Parent Association promoting family involvement in student learning, behavior and academic expectations.

4. **Continuous Improvement**

OP seeks to be a place where students experience rigorous yet joyful learning, with outstanding results. To those ends, we will measure and monitor all aspects of our work to promote continuous improvement. This includes individual student growth academically, social-emotionally, and behaviorally, as well as the practice of our faculty, school-based therapists, and administration. We will balance our ambition for academic success with an equal commitment to supporting each child's social-emotional well-being.

5. **Adequate Funding**

Serving the distinct needs of our student and family population simply takes more - and OP exists to bring those much needed resources to the Bayview Hunters Point community. OP will derive approximately two-thirds of its revenues from state and federal revenues, leveraging partnerships with foundations and individuals to fund the remaining one-third of expenses required to truly meet the academic, social-emotional, and behavioral needs of our population.

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Our Achievements To Date

A presentation of our achievements to date must be done with honesty and transparency, as these are what is required to support continuous improvement and build out the academic, social-emotional, and behavioral program our students and families both need and deserve. Simply put, OP has made great strides toward its mission - and still has much work to do over the next charter term.

Over the first three years of operation, OP realized steady growth in student enrollment, relatively strong teacher retention, strong stakeholder satisfaction, and an ever strengthening academic, social-emotional, and behavioral program. In year four, however, the school experienced a significant change in leadership - the resignation of our Founding Principal, then the departure of our Founder and CEO. The instability resulted in a loss of both teachers and students during the 2018-19 school year, as well as ground that had been gained in academic, social-emotional, and behavioral outcomes. Coupled with that, the school did not receive the additional facility space required to grow to its next grade level - and made the hard choice to not have a Transitional Kindergarten that year in order to serve its rising 4th grade students. As a result, it did not have internal rising Kindergarteners for the current year.

Rather than stop, the OP Board and remaining leadership doubled-down. In many ways, 2019-20 has become a new baseline for the organization, from which we seek to rebuild. Specifically, we are:

- Honing our academic program, to leverage research-based and reputable curriculum with fidelity in every classroom.
- Refining our assessment system to ensure we have norm referenced data, correlated to the Smarter Balanced Assessment (SBAC), to measure both student proficiency and growth.
- Increased professional development and support for teachers, by providing additional student-free days for professional development, two adults in most classrooms, and a three person instructional leadership team: A Principal, Instructional Coach, and Dean of Culture.
- Supported our core leadership team - Principal, Business Manager, and Development and Enrollment Manager - with both internal and external coaching and professional development to continue to build their expertise.
- Strengthened consistency in community building practices that focus on relationship building and restoration, including morning meetings, closing circles, conflict resolution, and the establishment of a Wellness Center.
- Continued to build upon and leverage our partnership with the Seneca Family of Agencies, to expand social-emotional and behavioral services to our students through accessing MediCal and ERHMS funding.
- Strengthened parent leadership, through the Parent Group, School Site Council (SSC), and English Learner Advisory Committee (ELAC) to promote agency and ensure families have voice. Family learning events in partnership with organizations such as First Five were expanded to provide programming for families in areas of their interest.

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- Maintained a strong base of foundational and individual supporters, that have consistently contributed the necessary funding to close the gap between what state and federal dollars provide and what our community needs.
- Continued to build the depth and breadth of expertise on our Board of Directors, including finance, education, operations, health, community advocacy, and law.

Please see **Appendix 1 - Theory of Action** for an Executive Summary of the 2019-20 LCAP, providing a summary of Goals, Actions, and Measures.

Academic Outcomes

Ultimately, OnePurpose School seeks to support its scholars in developing the knowledge and skills necessary for success in secondary school and beyond. OP has evaluated its academic program across three core areas to date:

- **Development Reading Level**
Individual student reading level, as well as the percent of students reading at or above grade level, is measured by a developmental reading inventory. This internal data source is used by teachers to inform their flexible groupings to differentiate instruction based on student need and level.
- **SBAC Proficiency**
Student mastery level on the SBAC in ELA and Math is measured. As 2017-18 was the first year the school had 3rd graders and 2018-19 had an extremely small student data set, the ability to use these data to measure growth is limited.
- **Stakeholder Satisfaction**
Staff, family, and student satisfaction with the Academic program is measured by the nationally normed and research-based School Climate Assessment Indicators (SCAI). An average rating of 3.5 or higher (out of five) is correlated with increases in outcomes for students.

In 2019-20 and beyond, the school will also monitor both student growth and achievement using the norm referenced NWEA Measures of Academic Progress (MAP). The focus will be on ensuring students are either “high proficiency” or “high growth.”

Figure ES.4 provides an overview of the historical indicators. While stakeholder satisfaction with the program declined during the leadership transition, it remained above the 3.5 threshold for eight of the ten groups/years. The percent of students reading at grade level, and demonstrating proficiency on the SBAC, either stayed stagnant or declined slightly. As the leadership change and subsequent teacher attrition lead to a decline in enrollment, this decline in SBAC scores is indicative of the fact that the school lost several of its more academically advanced students - a pattern seen across the Bayview Hunters Point neighborhood, as discussed previously. This does not mean the OP Board or leadership

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accepts these rates of achievement. However, it is important to interpret them within their context.

Figure ES.4 OP Academic Indicators

OP Academic Indicators				
	2015-16	2016-17	2017-18	2018-19
Percent of students at or above grade level in Reading	75.0%	70%	60%	60%
Percent of students Level 3 or 4 in ELA on SBAC	n/a	n/a	10%	TBD
Percent of students Level 3 or 4 in Math on SBAC	n/a	n/a	15%	TBD
Average rating of Learning and Assessment	-	-	-	-
- Staff	4.10	4.09	3.56	3.05
- Families	4.64	4.82	4.52	3.93
- Students (3rd Grade and above)	n/a	n/a	4.42	3.33

While the rates of proficiency on the SBAC are not where OP would like them to be, they are in fact on par or better than that of the schools our students would otherwise attend. As seen in **Figure ES.5**, OP had a greater percentage of students Meeting or Exceeding in ELA as compared to the Bayview Average (15% compared to 12%) and as compared to Bret Harte Elementary, with which it shares a campus (15% compared to 12%).⁹

Similarly, as seen in **Figure ES.6**, OP had a greater percentage of students Meeting or Exceeding in ELA as compared to as compared to Bret Harte Elementary, with which it shares a campus (10% compared to 0%).¹⁰ However, it had a lower rate than the Bayview Average (10% compared to 13%).

Please see **Appendix 1 - Theory of Action** for calculations used to determine weighted average for Bayview elementary schools as a whole.

⁹ Calculations for weighted average for Bayview Average are provided in Appendix 1 - Theory of Action.

¹⁰ Calculations for weighted average for Bayview Average are provided in Appendix 1 - Theory of Action.

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2018 SBAC in ELA

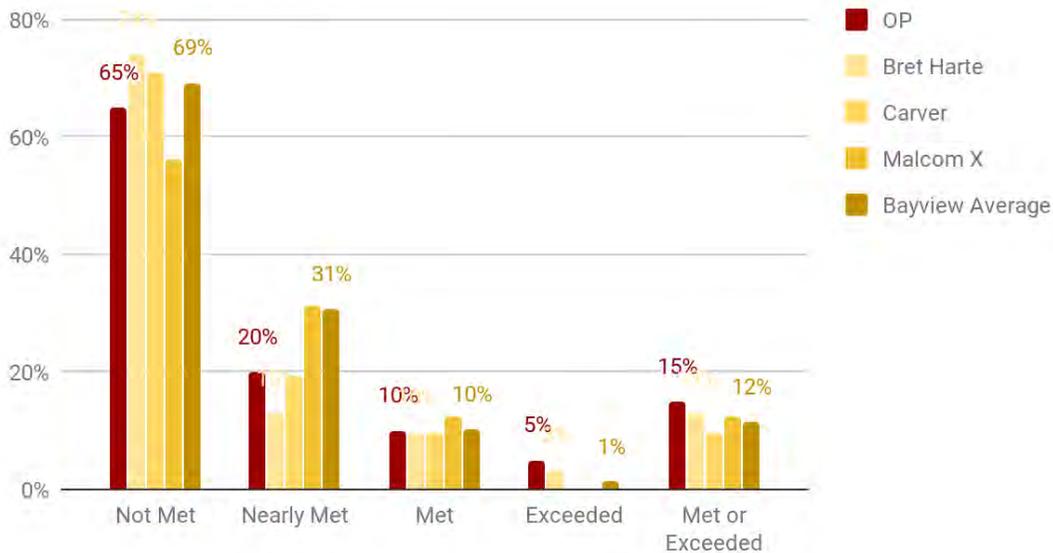
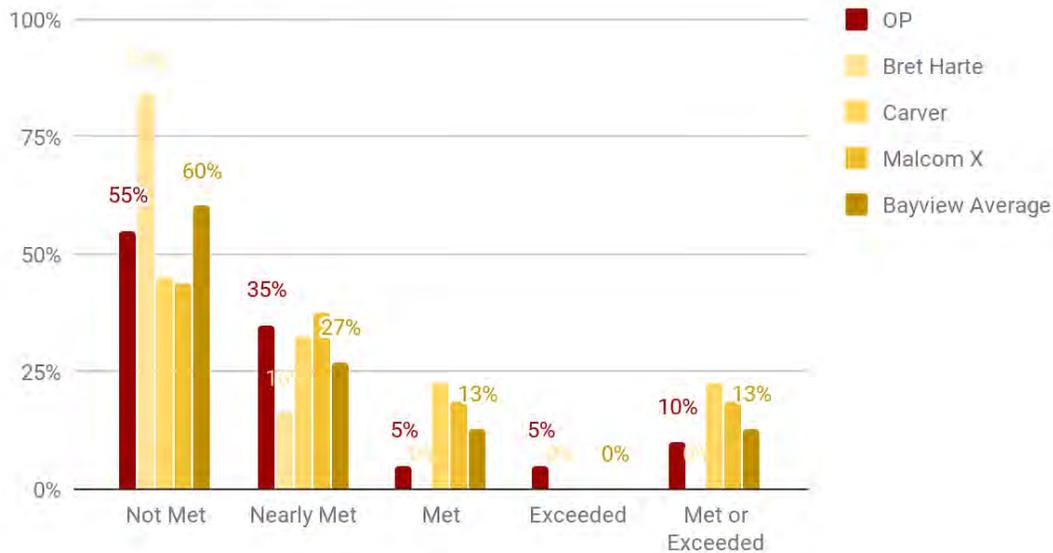


Figure ES.6 2017-18 SBAC in Math Comparative Data

2018 SBAC in Math



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In summary, the SBAC academic outcomes - while a very limited data set - were stronger than Bret Harte Elementary in both ELA and Math, the school where students would most likely otherwise attend. They were on par (slightly higher in ELA, slightly lower in Math) with the Bayview Average as a whole. However, rather than compare ourselves to a region of schools that are working - and struggling - to overcome the conditions facing their students, we seek to work in partnership with them in bringing much needed resources into this neighborhood to elevate academic achievement together.

In our work toward continuous improvement, OP has implemented the following beginning in the 2019-20 school year:

- Honed our academic program, to leverage research-based and reputable curriculum with fidelity in every classroom. This includes Eureka Math, Mystery Science, and Starfall and Bookworms in ELA.
- Refined our assessment system to ensure we have norm referenced data, correlated to the NWEA, to measure both student proficiency and growth.

Teacher and Staff Development Outcomes

To achieve our mission, OnePurpose School must recruit and retain teachers and staff who are highly qualified, well-versed in the needs of our student population, and capable of providing the stability, consistency, and high-quality instruction that builds trust in their students. To monitor and evaluate our progress, OP has looked at two core data points:

- **Staff Satisfaction**
 Staff satisfaction is measured by the nationally normed and research-based School Climate Assessment Indicators (SCAI). An average rating of 3.5 or higher (out of five) is correlated with increases in outcomes for students.
- **Staff Retention**
 OP measures the percent of staff who choose to return from one year to the next, as an indicator of staff satisfaction and the level of support that feel they receive in their work.

As seen in **Figure ES.7**, and consistent with the impending and then actual leadership transition described earlier, staff satisfaction met the 3.5 threshold in the first three years of operation, began to dip just prior to the leadership transition (the SCAI is given in the Spring), then dropped significantly in 2018-19.

Figure ES.7 OP Teacher & Staff Indicators

OP Teacher & Staff Development Outcomes				
	2015-16	2016-17	2017-18	2018-19
Average staff rating of Faculty Relationships	4.05	4.20	3.79	3.35
Average staff rating of Leadership and Decisions	3.75	3.87	3.64	2.98

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Average staff rating of Learning and Assessment	4.64	4.09	3.56	3.05
Percent of staff retained ¹¹	70%	81%	75%	75%

Of note - and not captured in this data - is OP’s purposeful work in recruiting and retaining teachers and staff that represent the backgrounds, race and ethnicities, and languages spoken of our student and family population. In 2019-20, 53% identify as people of color. Given the research on the positive impact teachers of color have on student achievement, and in particular closing the achievement gap for students of color, this percentage will become a formal part of monitoring in this area beginning in 2019-20.¹²

In our work toward continuous improvement, OP has implemented the following beginning in the 2019-20 school year:

- Increased professional development and supports for teachers, by providing additional student-free days for professional development, two adults in most classrooms, and a three person instructional leadership team: A Principal, Instructional Coach, and Dean of Culture.
- Supported our core leadership team - Principal, Business Manager, and Development and Enrollment Manager - with both internal and external coaching and professional development to continue to build their expertise.

Culture and Climate Outcomes

Students cannot learn until their basic and psychological needs are met.¹³ As such, OnePurpose School has maintained an intentional focus on supporting students social-emotional and behavioral well-being, seeing these as a necessary foundation that in turn will allow for academic progress. OP has historically evaluated its work in culture and climate across three core areas:

- **Stakeholder Satisfaction**
Stakeholder satisfaction is measured by the nationally normed and research-based School Climate Assessment Indicators (SCAI). An average rating of 3.5 or higher (out of five) is correlated with increases in outcomes for students.
- **Average Daily Attendance and Chronic Absenteeism**
OP holds an internal goal of a 95% attendance rate - significantly higher than found in Bayview Hunters Point schools. The long-term impact of chronic absenteeism on students in the early years, especially for students of color and those from low-income families, is profound. As such, OP monitors rates to inform actions and program.

¹¹ Percent of staff who finish one year and return the following year.

¹² Learning Policy Institute (2018). *Teachers of Color: In High Demand and Short Supply*. Available at: <https://learningpolicyinstitute.org/press-release/teachers-color-high-demand-and-short-supply>

¹³ Maslow’s Hierarchy of Needs. Available at: <https://www.simplypsychology.org/maslow.html>

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- **Suspension and Expulsion Rate**

OP is dedicated to addressing disproportionate suspension rates for students of color, in particular African American boys, and actively monitors and disaggregates data to inform actions. OP has never expelled nor counseled out a child.

As seen in **Figure ES.8**, and consistent with the transitions happening at the school, stakeholder satisfaction rates were relatively high for families across all years, with a dip in 2018-19, when student satisfaction rates were lower, with staff satisfaction rates the lowest. Rates were strongest in the first three years of operation. Attendance and chronic absence followed a similar pattern, decreasing and increasing respectively in 2018-19.

Figure ES.8 OP Culture & Climate Indicators

	2015-16	2016-17	2017-18	2018-19
Average rating of Physical Appearance	-	-	-	-
- Staff	3.74	3.50	3.16	2.85
- Families	4.56	4.56	4.37	3.43
- Students (3rd & 4th Grade)	n/a	n/a	3.80	3.59
Average rating of Student Interactions	-	-	-	-
- Staff	3.80	2.81	3.39	3.01
- Families	4.67	4.70	4.31	3.72
- Students (3rd & 4th Grade)	n/a	n/a	3.80	3.35
Average rating of Attitude and Culture	-	-	-	-
- Staff	4.08	4.12	3.56	2.53
- Families	4.61	4.75	4.57	3.57
- Students (3rd & 4th Grade)	n/a	n/a	3.59	3.03
Average Daily Attendance	92.0%	92.0%	93.0%	88.8%
Chronic Absenteeism Rate	-	-	26.0%	35.3%
Suspension Rate	13.0%	2.0%	7.0%	6.8%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%

An additional indicator that OP has tracked is the percent of students who are accessing social-emotional and behavioral counseling supports, either individually or in small group sessions.

Many students who attend One Purpose have experienced the chronic stress of poverty, have witnessed instances of community violence, and/or have experienced substantial personal loss. As such, many students and families demonstrate a great need and desire to access

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mental health services, but often struggle to do so given the location or hours available at community based clinics. Through a partnership with San Francisco Community Behavioral Health Services and Seneca Family of Agencies, One Purpose has been able to support families in accessing services to which they are entitled through the Early Periodic Screening, Diagnostic, and Treatment (EPSDT) Medi-Cal program directly at the school site and integrate these supports into the broader school program. In the 2018-19 school year, 24 students were able to access individual therapy support from certified onsite mental professionals (versus just 4 in 2015-16) and 15 high needs students were able to additionally access individual rehabilitation or other behavioral support. These services are designed to support a reduction of symptoms and behaviors that interfere with learning and promote protective factors by building upon a student's existing strengths and system of community support. In addition, having these services embedded into the school, builds the capacity of all members of the school team to utilize therapeutic techniques to support all students, not just those receiving specific services.

In our work toward continuous improvement, OP has implemented the following beginning in the 2019-20 school year:

- Strengthened consistency in community building practices that focus on relationship building and restoration, including morning meetings, closing circles, conflict resolution, and the establishment of a Wellness Center.
- Continued to build upon and leverage our partnership with the Seneca Family of Agencies, to further expand social-emotional and behavioral services to our students and families through accessing MediCal and ERHMS funding.

Family Engagement Outcomes

OnePurpose School recognizes that families are our students' first teachers - and that their engagement positively correlates with achievement across academic, social-emotional, and behavioral indicators. OP seeks to partner with and for the local community, ensuring that the school both engages families in the education of their child and as informed partners in the development, monitoring, and accountability of the school program. OP evaluates its work on family engagement and empowerment across two core areas:

- **Family Engagement**
OP monitors participation at key events - both for the individual student and the school community as a whole - as an indicator of the degree to which families feel welcome and engaged.
- **Stakeholder Satisfaction**
Stakeholder satisfaction is measured by the nationally normed and research-based School Climate Assessment Indicators (SCAI). An average rating of 3.5 or higher (out

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of five) is correlated with increases in outcomes for students. The percent of family completion is also monitored, to promote wide-spread participation.

Figure ES.9 OP Family Engagement Indicators

	2015-16	2016-17	2017-18
Percent of families who attend PTC meetings	87%	75%	81%
Percent of families who attend one or more family learning night	67%	70.0%	80%
Percent of families who complete SCAI	71.0%	57.0%	64%
Average family rating of Community Relations	4.73	4.80	4.27

In our work toward continuous improvement, OP has implemented the following, beginning in the 2019-20 school year:

- Adding a part time community liaison position
- Strengthening parent leadership, through the OP Parent Group, SSC, and ELAC to promote agency and ensure families have voice.
- Hosting monthly family and community family events to promote engagement.
- Providing a weekly English Language class for families, led by an OP teacher, that focuses on the language necessary to understand their child’s education
- Offering family learning events in partnership with organizations such as First Five, to provide programming for families in areas of their interest.
- Bringing community partners in to table at OP events, to increase awareness of community resources for students and families

Organizational Outcomes

OP has worked as a true partner in the educational environment of Southeast San Francisco, seeking to improve access and outcomes for students and their families.

Responsible Governance

OP has assembled a Board of Directors that represents the experience and skill sets necessary to oversee all aspects of the program and see the school to success in the next charter terms. This includes members focused on early childhood, K-12, and post-secondary education; health and wellness; financial planning; facility acquisition; community outreach; and law.

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Figure ES.10 OP Board of Directors

Pamela Mann, JD Board Chair	Retired Attorney	11/2019	2
Dave Atkin, MD Board Member	Orthopedic Surgeon SOMA Orthopedics	12/2020	1
Mark Atkinson Board Member Governance Committee Chair	Chief Executive Officer Mursion	7/2020	3
Melissa Barnes-Dholakia Board Member Programs Committee Chair	Executive Director MBD Partners (Education Accountability)	4/2020	3
Christy Covalesky Board Secretary	Wealth Manager Wetherby Asset Management	2/2020	2
Sue Davenport Board Member Finance Committee Chair	Retired Business Manager and Controller San Francisco University High School	6/2021	2
Peter Dworkin Board Member Audit Committee Chair	Retired Vice President, Corporate Communications Regeneron Pharmaceuticals	11/2019	2
Josh Elkes Board Member	Co-Founder and CEO Harbour	2/2020	2
Annie Ellicott Board Member	President LeapUP Marketing Solutions	6/2021	1
Robert Greene Board Member	Senior Consultant JONES	2/2020	2
Joi Jackson-Morgan Board Member	Executive Director 3rd Street Youth Center & Clinic	4/2020	2
Linda Mayne Board Member	Real Estate Broker Sotheby's International Realty	6/2020	2
Ingrid Mezquita	Executive Director	4/2020	1

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Board Member	San Francisco Office of Early Care and Education (OECE)		
Karen Rathman Board Member	Senior Scholar Center for Adolescence, Stanford University	2/2020	2
Scott Roberts Board Member	Vice President & Head of Business Development LinkedIn	6/2021	3
Glenda Romero Board Member Parent Representative	Maintenance San Francisco Giants	9/2021	1
Diana Warren Board Member	Vice President of Operations Envision Schools	2/2021	1
David Zenoff Board Member	Retired Professor and Corporate Consultant	11/2019	2

The Board of Directors embraces its roles in both programmatic development, monitoring, and accountability, as well as fiduciary responsibility. It conducts all of its business in strict accordance with its Corporate Bylaws, Ralph M. Brown Act (“Brown Act”), California Government Code Sections 54950, et seq., and California Conflict of Interest Code.

Strong Fiscal Accountability

OP is operated by this Board of Directors, who have a demonstrated capacity to maintain the fiscal and organizational strength of the school, successfully balancing the needs of the program with the organization’s fiscal responsibility. OP has maintained strong fiscal health throughout its history, as evidenced by:

- **Balanced Budget** - OP maintained a positive operating income in its first three years, and will again in year five. The school strategically chose to dip into its reserve in year four in order to put in place key measures to address the needs of the school in that year. Going forward, OP’s multi-year budget projects a positive operating income in each of the five years of the next charter term.
- **Positive Cash Balance** - OP has carefully monitored its cash flow to maintain a positive cash balance. In year one and two, external instruments were put in place to ensure the school could meet its cash flow obligations while awaiting receivables. A positive cash flow balance is forecasted for all months of all years in the current year and next charter term. While never needed in the past, in cases of emergency, OP is prepared to work strategically with its partners to ensure the organization’s

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obligations will be met, to include working with short-term charter financing organizations on an as-needed basis.

- **Financial Reserve** - OP has grown and maintained a fund balance that is in keeping with best practice and far exceeds the minimum requirement of a school of our size.
- **Fundraising** - OP is committed to bringing in the external resources necessary to provide the students and families of our community with the academic, social-emotional, and behavioral resources and program they need and deserve. OP has consistently demonstrated its ability to leverage foundation and individual donors in meeting this need.

Strength in Partnerships

OP fully recognizes it cannot do this work alone, and has developed strategic partnerships to do this work together. These include, but are not limited to the following:

- **Seneca Family of Agencies**
OP partners with Seneca to implement their Unconditional Education (UE) model, empowering the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of all students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings.
- **EdTec**
OP partners with EdTec as its back office service provider. EdTec provides charter schools with a comprehensive range of services in the areas of charter school application development, back office, school data and compliance, school software, and consulting.
- **Young, Minney, & Corr**
OP partners with Young Minney & Corr, California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. YM&C offers expertise in every facet of charter school creation, expansion and operation - including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, and policy development.
- **Bret Harte Elementary School**
OP has worked actively with the Bret Harte administration to ensure a collaborative working relationship and positive school climate for both the Bret Harte and OP scholars.
- **YMCA**
OP partners with the YMCA to provide a six-week, free summer program called *Power*

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Scholars. Designed for our rising first through fifth graders, it addresses summer learning loss in math and reading and fosters physical and social-emotional growth.

- **Boys and Girls Club**

OP currently partners with the Bayview chapter of the Boys and Girls Club at the Willie Mays Clubhouse to provide a safe harbor after school program, with 15 hours of free after school care until 6 pm every night.

The Next Charter Term

OP looks forward to the opportunity to continue its service to the students and families of Southeast San Francisco with the renewal of the OP charter petition. There has never been greater alignment between the OP's mission and the needs of our community. While the future of assessment and accountability continues to evolve, and the jobs of the 21st century do not yet have a name, OP is confident that, together with committed teachers, students and community partners, it can grow to lead the region in college success for first-generation college-bound students.

Education Code § 47607 (3) (A) currently requires the authorizer to consider as the most important factor for charter school renewal, "increases in pupil achievement for all groups of pupils served by the charter school." The review of student outcomes as detailed above provides evidence that OP is a high quality school that is increasing pupil achievement for its target student population within San Francisco Unified School District.

Prerequisite to the submittal of the Charter Renewal Application, governed by the "standards and criteria" in Education Code § 47605, a charter school must demonstrate its eligibility for renewal by meeting the minimum standard for renewal delineated in Education Code § 47607(b) which requires that the charter school met "at least one" of the following criteria:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10 inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10 inclusive, on 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 public 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 school 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.

Based on the shift to Common Core State Standards and the revamping of the state accountability system, three of the data points listed above are no longer available (criteria one through three). OP firmly believes that it meets criteria four and has demonstrated "clear and convincing data" to support this assertion as required by Education Code § 47607(B)(i).

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Toward that end, the school has developed a comprehensive plan for the next charter term, as detailed in the Charter Petition. With the submission of this renewal petition, OP Leadership and the OP Board of Directors look forward to the continued opportunity to serve the students of the San Francisco Unified School District in partnership with the district for a term of July 1, 2020 through June 30, 2025.

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Element A: Educational Program

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

Governing Law: 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).

Mission and Vision

OnePurpose School (“OP” or the “Charter School”) is a public charter school that uses respect and love in serving Transitional-Kindergarten through Grade 5 children from San Francisco’s most underserved neighborhoods.

Our goal is to build a strong foundation for our students to succeed in school and beyond and thereby escape the cycle of poverty.

We combine solid academic preparation and social-emotional support - both delivered with the care and respect that nurture self-confidence, the strength and resilience to overcome challenges, and the ability to advocate for one’s self.

Educational Philosophy

OP is based on four philosophical premises:

1. As a matter of social justice, the children in San Francisco’s most underserved neighborhoods deserve a high-quality free education, as do all of San Francisco’s children
2. Education is by far the most likely route out of poverty
3. For children to learn, they must be able to concentrate. For those children experiencing trauma-filled lives, the ability to concentrate on academic learning is made possible through social-emotional and behavioral support

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4. Early education through 5th grade is the critically important learning period in which children must acquire core literacy and mathematics competencies as a foundation for later learning

How Learning Best Occurs

To achieve its Mission, OP will pursue a five-pronged strategy that reflects the critical ingredients required for a successful elementary school serving the students of Bayview Hunters Point, one of the most marginalized communities in the city. OP believes the learning best occurs for these students and families when each of the following conditions are in place.

1. High Quality Instruction

High-Quality Instruction can occur only when a school retains exceptional faculty and leaders, and develops an engaging, well-designed curriculum, while providing sufficient instructional time and emotional support for students to learn. Toward this end, OP seeks to ensure:

- Teachers are highly qualified, well-versed in the needs of our student population, and capable of providing the stability, consistency, and high-quality instruction that builds trust in their students.
- Literacy programs (reading, writing, listening, and speaking) are consistent and research-based, include remediation and interventions as needed
- All curricular programs are research-based, reputable, and taught with fidelity, including science, technology, engineering, math, and social studies, with professional development provided to support teacher knowledge and student learning.
- Enrichment programs such as exposure to art, music, and health and wellness supplement classroom learning

2. Social-Emotional and Behavioral Support for All Learners

Our community of students and families is rich in assets, but has experienced adverse conditions placed on its community - often multi-generationally - that must be overcome in order to break the cycle of poverty. Providing appropriate, high-quality, consistent, individual and/or group support is critical in helping students and families address trauma and environmental stressors to support their social-emotional and behavioral development.

3. Parent Engagement

Extensive outreach will be used to engage individual parents and to build and maintain an energized Parent Association that can support student learning, behavior, and expectations. Parent education modules will be a part of the Parent Association promoting family involvement in student learning, behavior and academic expectations.

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4. Continuous Improvement

OP seeks to be a place where students experience rigorous yet joyful learning, with outstanding results. To those ends, we will measure and monitor all aspects of our work to promote continuous improvement. This includes individual student growth academically, social-emotionally, and behaviorally, as well as the practice of our faculty, school-based therapists, and administration. We will balance our ambition for academic success with an equal commitment to supporting each child’s social-emotional well-being.

5. Adequate Funding

Serving the distinct needs of our student and family population simply takes more - and OP exists to bring those much needed resources to the Bayview Hunters Point community. OP will derive approximately two-thirds of its revenues from state and federal revenues, leveraging partnerships with foundations and individuals to fund the remaining one-third of expenses required to truly meet the academic, social-emotional, and behavioral needs of our population.

Targeted School Population

Age, Grade, and Student Enrollment Plan

OnePurpose School (OP) serves students in Transitional Kindergarten through Fifth Grade. Due to limited facility space, requiring the temporary discontinuation of TK, coupled with an unexpected leadership change, there was a significant decrease in enrollment in the 2018-19 school year. As such, 2019-20 is a rebuilding year in terms of student enrollment and will serve as a new baseline.

The school intends to grow enrollment over the next charter term, ending with an average enrollment of 180 students at full capacity. **Figure A.1** below illustrates OP’s approximate enrollment plan for the next charter through 2025, which will be followed as state and federal funding and our parent community needs allow.

Figure A.1 OP Enrollment Plan

TK	9	9	9	9	9	9
K	13	20	30	36	42	42
1	16	18	19	28	35	41
2	24	15	17	18	25	34
3	20	23	14	16	17	24

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4	15	19	22	13	15	16
5	6	14	18	21	12	14
Total	103	118	129	141	155	180

Geographic Conditions

OP is located in the Bayview Hunters Point community of southeast San Francisco, a region named the most isolated region of San Francisco. This neighborhood has historically been an epicenter for industrial and military activity, as those industries were being pushed out of the center of the city - including slaughterhouses, coal and oil-fired power plants, and shipbuilding.

The Hunters Point shipyard in particular, provided well-paying work and drew a large number of African American residents to the neighborhood during and after World War II. As a result, it became one of the only predominantly African American neighborhoods in San Francisco with residents purchasing homes and building a strong commercial corridor along 3rd street. The closing of the naval shipyard in 1974 and then its designation as a Superfund site in 1994 led to the loss of well-paying jobs and began decades of persistent poverty. What was left behind was a hobbled environment and infrastructure.

The pollution, substandard housing, declining infrastructure, limited employment and racial discrimination led James Baldwin to famously state in his 1963 documentary, *Take This Hammer*, "this is the San Francisco America pretends does not exist."¹⁴ Indeed, the combination of stressors have a cumulative effect on the families and students living there as seen in life expectancy: they can expect to live on average 14 years less than their counterparts in Russian Hill.¹⁵

Redevelopment efforts in the Bayview Hunters Point began in earnest in the 1990s - but have served in many ways to exacerbate conditions for this marginalized population, rather than improve them. On top of high levels of pollution, crime, and economic instability the community now faces increasing housing instability due to advanced gentrification - families in the Bayview Hunters Point community are now among those at the highest risk of

¹⁴ KQED, 1963, *Take This Hammer*, San Francisco Bay Area Television Archives

¹⁵ More information available at:

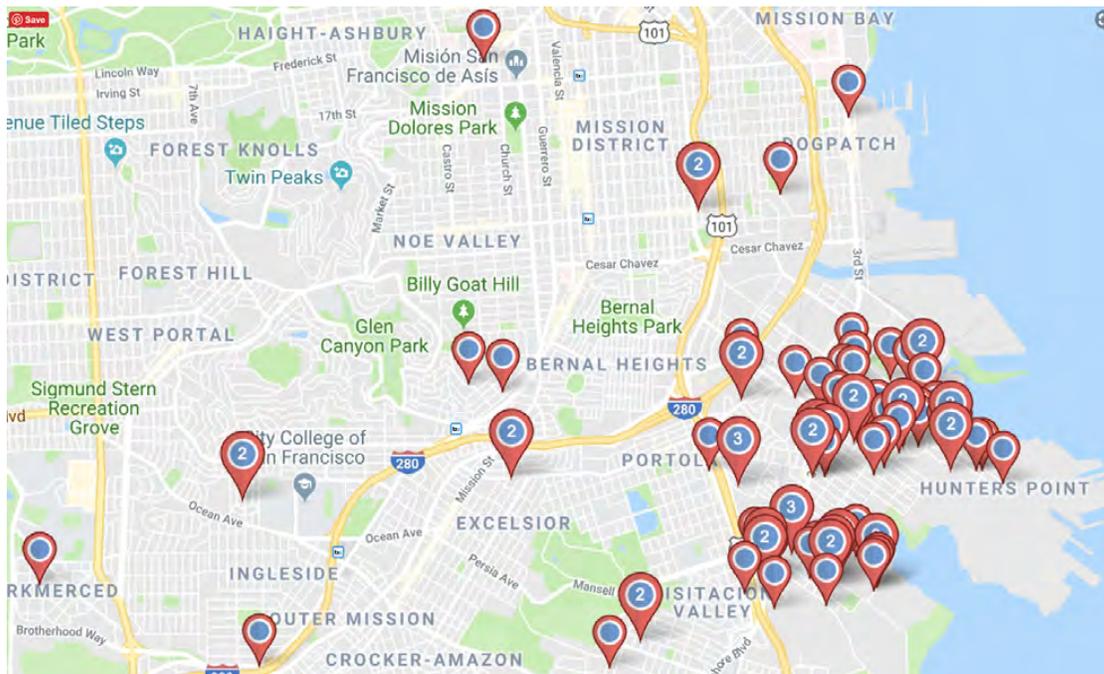
https://sfenvironment.org/sites/default/files/fliers/files/sfe_ej_sfhh_community_health_status_assessment.pdf

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displacement within San Francisco.¹⁶ 30% of renters in these neighborhoods spend more than 50% of their income on housing, compared to 20% city-wide.¹⁷

As seen in **Figure A. 2**, the majority of OP students live within the Bayview Hunters Point neighborhood of San Francisco (each pin represents a student, pins with 2 or 3 marked represent that number of students). **Figure A.3** provides a close up detail of the distribution of families within Bayview Hunters Points.

Figure A.2 Heat Map of OP Student Residences across San Francisco

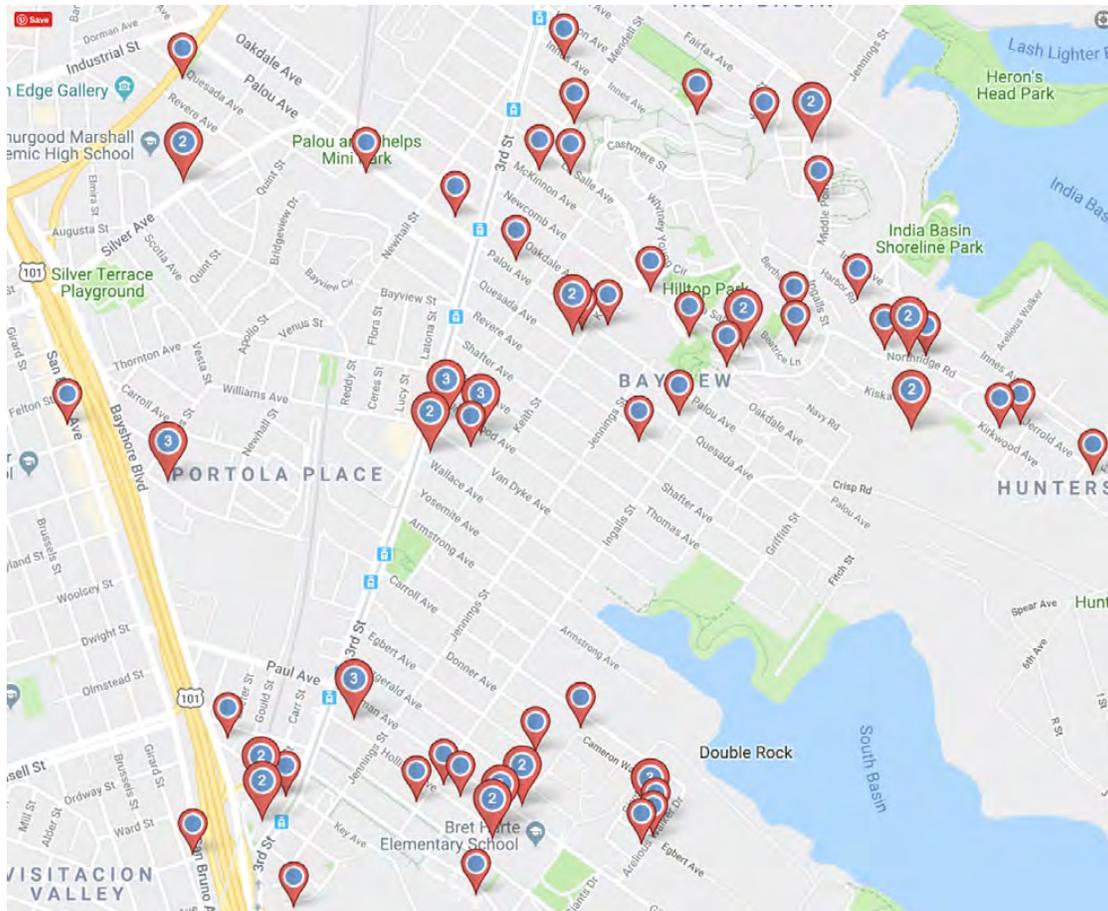


¹⁶ San Francisco Census Tracts with Highest Risks of Displacement, available at: https://sfmohcd.org/sites/default/files/Documents/MOH/Census%20Tracts%20Eligible%20for%20Anti-Displacement%20Preference_1.pdf

¹⁷ More information available at: https://sfenvironment.org/sites/default/files/fliers/files/sfe_ej_sfhh_community_health_status_assessment.pdf

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Figure A.3 Detailed Heat Map of OP Student Residences within Bayview Hunters Point



Demographic Predictive Conditions

Three demographic characteristics have been predictive of continuing the cycle of poverty: ethnicity, income, and language acquisition/linguistic isolation. OP serves families with these characteristics, while also serving the greater community, to support their children in breaking that cycle by graduating from college.

- **Ethnicity** - African-American and Latinx students have significantly lower percentages of college-readiness. For example, looking at the ACT results in California for 2012, only 8% of African-American and 13% of Latinx students left high school college-ready, whereas 47% of both their Caucasian and Asian peers did.¹⁸ Once at college, the dropout rate for African American and Latinx students is nearly

¹⁸ ACT Profile Report - State of California, Graduating Class 2012. Retrieved from: <http://www.act.org/newsroom/data/2012/pdf/profile/California.pdf>

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40%, 13% greater than the national average of 27%.¹⁹ OP has designed its program to serve the African American and Latinx families of Southeast San Francisco.

- **Income** - Students from families living below the poverty line statistically have a greater risk of academic failure than those living above that line.²⁰ In addition, students from low-income families have significantly lower percentages of college-readiness. Looking at the ACT results for 2012 as an example, only 10% of students from low-income families graduated college-ready compared to 25% of their more affluent peers.²¹
- **Language Acquisition & Linguistic Isolation** - English Language Learners in San Francisco are not achieving at the city average. The OP program includes a multi-pronged approach to fully support students in language development and break this isolation.

OP Student Demographics

As required by Education Code Section 47605(d)(2)(A)-(B), OP is open to all students in the State of California. OP will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending in grades TK-5, their siblings, as well as all others who wish to attend the school. Should applications exceed the number of available spaces, a random public lottery is held. Please see **Element H** for details on this process, including these preferences.

With this said, OP exists to provide a comprehensive and holistic educational program to the marginalized students and families of Bayview Hunters Point, and Southeast San Francisco. We see our students and families as rich in assets - they represent culturally diversity that is rarely seen in public schools, with approximately half identifying as African American and half as Latinx. We work to welcome and celebrate their cultures and histories, while also naming and working to address the effects that persistent poverty, environmental stress, and trauma have on their lives. Our students are largely from low-income families with low levels of educational attainment themselves, and have experienced generational trauma. As a result, many of our students have identified special needs academically, social-emotionally, and behaviorally. As we also serve an immigrant population, many of our students are English Learners.

A snapshot of the student demographics at OP in comparison to those at SFUSD and for the Bayview are provided in **Figure A.4**, using the most recently available public data from 2017-18. As seen in these figures, OP serves a significantly higher percentage of African

¹⁹ The Broad Foundation, Crisis Stats. Retrieved from: http://broadeducation.org/about/crisis_stats.html

²⁰ LeTendre, Jean (1996). *Title I Schoolwide Program: Improving Schools for All Children*, *Journal of Education of Students Placed at Risk*, Vol. 1, p. 109-111.

²¹ The Condition of College & Career Readiness, Low-Income Students, Class of 2012. Retrieved from: <http://www.act.org/newsroom/data/2012/states/pdf/LowIncomeStudents.pdf>

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American students and students from low-income families, and a significantly lower percentage of Asian and White students than SFUSD. This is consistent with the neighborhood within which OP operates - and with trends seen in families that can exercise choice. Out of the 6,000 students who live in the Bayview, more than 70% choose to attend school outside of their neighborhood.²² Those who stay are those who have been traditionally most underserved and have limited other options.

Figure A.4. 2017-18 Demographics for OP, SFUSD, and Neighborhood

Ethnicity / Race

African American	53.8%	8.4%	29.6%
Latinx	38.6%	31.2%	27.2%
Native Hawaiian or Pacific Islander	4.4%	1.0%	-
Two or More Races	2.5%	4.9%	5.3%
Filipino	0.6%	4.2%	-
American Indian or Alaskan Native	0.0%	0.4%	-
Asian	0.0%	31.0%	26.8%
White	0.0%	14.2%	8.3%

Program Participation

Low-income	78.5%	52.1%	-
English Learner	32.3%	28.0%	-
Special Education	2.0%	11.0%	-

(15% in 2019-20)²³

Source: 2017-18 Data for OP and SFUSD is available at www.ed-data.org. Ethnicities for the Bayview are available at <https://statisticalatlas.com/neighborhood/California/San-Francisco/Bayview/Race-and-Ethnicity>

In line with the high unemployment rate, the educational attainment of adults in the Bayview neighborhood is relatively low as seen in **Figure A.5**, with over two-thirds of all adults holding only a high school diploma or less. This places the Bayview as one of six neighborhoods (out of 92 in total) in San Francisco that have the lowest educational attainment - placing sixth lowest in terms of HS graduation and 5th lowest in terms of college graduation.²⁴

²² More information available at:

<https://www.sfexaminer.com/news/underenrollment-at-bayview-schools-causes-ripple-effect-across-sf/>

²³ In terms of students with special needs, in 2017-18 OP served only TK - 3 - grades that typically see low levels of identification. In 2018-19, 15% of students have identified special needs.

²⁴ More information available at:

<https://statisticalatlas.com/neighborhood/California/San-Francisco/Bayview/Educational-Attainment#figure/neighborhood-in-san-francisco/no-h.s.-diploma>

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Figure A.5 OP Neighborhood Education Attainment Levels

	Bayview	SF
Higher Degree	31.4%	53.5%
High School Graduate	41.7%	34.8%
Not a High School Graduate	27.0%	11.7%

Source: <https://statisticalatlas.com/neighborhood/California/San-Francisco/Bayview/Educational-Attainment>

In summary, the majority of OP students are overcoming significant obstacles due to the persistent marginalization of their community. They are predominantly students who:

- Experience considerable toxic stress as a result of poverty and other community stressors
- Have both identified needs, and/or are receiving services, to address academic, social-emotional, and behavioral needs as a result of these stressors
- Are from low-income families experiencing housing instability
- Identify as African American and Latinx
- Are English Learners when they enroll as transitional kindergarteners or kindergarteners
- Will be first in their families to attend college, and perhaps the first to graduate from high school

OP exists to serve this student population and looks forward to doing so in the next charter term. Please see **Appendix 8 - Student Recruitment, Admissions, & Enrollment** for Sample Recruitment Timelines, Outreach Flyers, Application Forms, and Enrollment Forms used to support recruitment, admission, and enrollment of our OP scholars.

Academic Day and Year

In compliance with Education Code 47612.5, the OP academic calendar includes, at a minimum, the following instructional minutes:²⁵

- For students in Transitional Kindergarten and Kindergarten: 36,000 instructional minutes.
- For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
- For students in 4th to 5th Grade: 54,000 minutes.

²⁵ California Code of Regulations, Title 5, Section 11960

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The academic calendar and instructional minutes will be approved by the OP Board of Directors annually and will be sent to the Authorizer and OP families.

School Year

OP schools run on a calendar similar to that of SFUSD with the exception of additional staff days for Professional Development and Family-Teacher Conferences. This is done in order to accommodate families who may have a student at an SFUSD school and another student at a district school.

Key features of this calendar include the following:

- 183 Instructional Days
- 15 Paid Staff Development and Prep Days
- 5 Days Fall Recess
- 10 Days Winter Recess
- 5 Days Spring Recess
- Other Holidays throughout the Year
- Minimum Days, to Provide School Site and Organization Wide Teacher Professional Development

The calendar for 2019-2020 is included on the following pages as **Figure A.6**, which OP intends to adhere to as state and federal funding allows. OP retains the right to modify this draft calendar to coordinate with the calendar of the district and the calendars of OP's professional development partners and such modification shall not be considered a material revision of the charter.

School Day

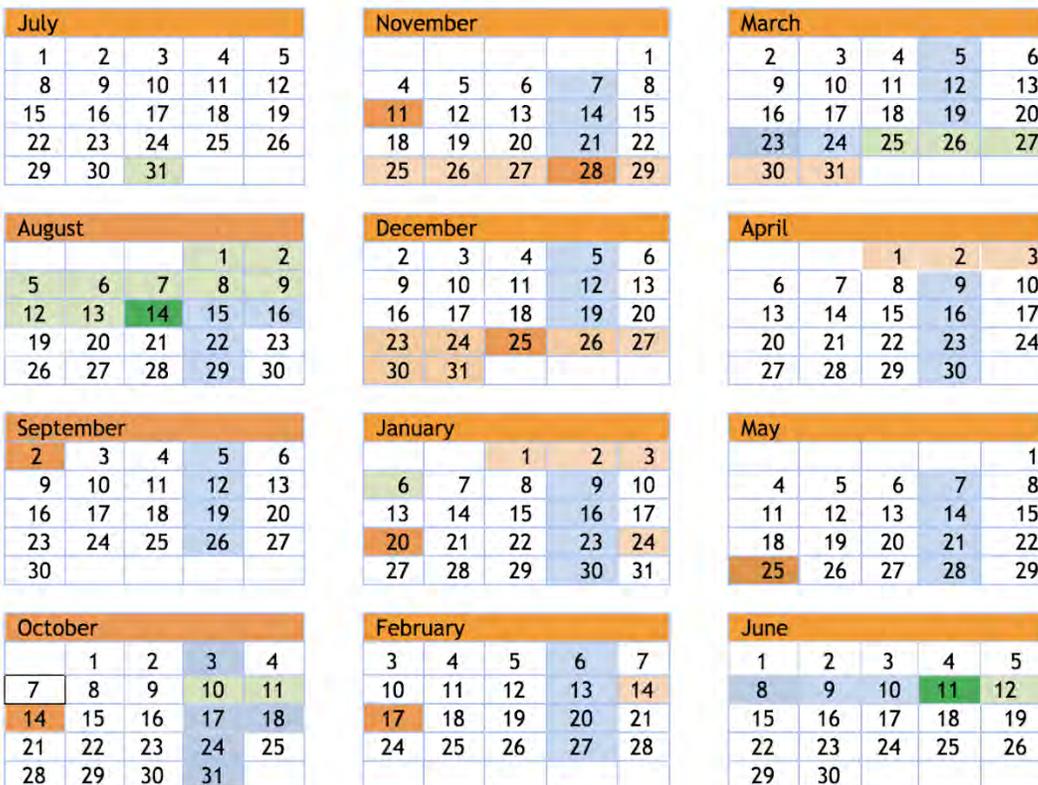
The instructional day at OP is currently from 8:20 am until 3:15 pm Monday, Tuesday, Wednesday, and Friday. On Thursday, the instructional day is 8:20 am until 12:00 pm, when students have early dismissal to provide professional development time for teachers and staff. OP partners with local community-based organizations to provide low and/or no-cost after school options for families to meet their child care needs on both early release and regular school days.

A sample bell schedule is provided on the following pages as **Figure A.7**. OP retains the right to modify this bell schedule and such modification shall not be considered a material revision of the charter.

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Figure A.6 2019-2020 School Calendar

One Purpose School- 2019-20 Calendar



Special Dates

July 31st - Aug 13th: Professional Development Institute
 Aug 14th - Aug 16th: Minimum Days: students release ½ day
 September 2nd: Labor Day (Holiday)
 October 10th - 11th: Professional Development (No instruction)
 October 14th: Indigenous People's Day (Holiday)
 October 17th - 18th: Min Day Parent-Teacher Conferences/
 November 11th: Veteran's Day (Holiday)
 November 25th - 29rd: Thanksgiving Break
 December 23rd-January 3th: Winter Break
 January 6th: Professional Development (No instruction)
 January 7th: School Resumes
 January 20th: Martin Luther King Day (Holiday)
 January 24th: Lunar New Year
 February 17th: President's Day (Holiday)
 March 23th - 24th: Min Day Parent-Teacher Conferences/
 March 25th-27th: Professional Development (No instruction)
 March 30th - April 3rd: Spring Break
 May 25th: Memorial Day (Holiday)
 June 8th- June 10th: Minimum days; Teacher/Family mtngs
 June 11th: Last day of instruction
 June 12th: Professional Development

Key				
First/Last Days of School	Federal Holiday	School Holiday	PD Day (School closed)	1/2 Day (Professional Development or Conferences)

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Attendance Requirements

Students are expected to attend school daily. This is due not only to California law, but because regular and punctual attendance contributes to student success - especially for our target population. Research by Attendance Works finds:

*Children living in poverty are two to three times more likely to be chronically absent—and face the most harm because their community lacks the resources to make up for the lost learning in school. Students from communities of color as well as those with disabilities are disproportionately affected.*²⁶

In a nationally representative data set, chronic absence in kindergarten was associated with lower academic performance in first grade. The impact is twice as great for students from low-income families.²⁷ Furthermore, missing school in Grades K - 2 has been found to have a more powerful and negative effect on literacy development for low-income students than it does for their more affluent peers.²⁸ As such, supporting consistent school attendance is one of the most effective strategies for providing pathways out of poverty for low-income students. “This alone, even without improvements in the American education system, will drive up achievement, high school graduation, and college attainment rates.”²⁹

OP actively works to improve attendance for students, disseminating attendance requirements to families annually via the OP Student and Family Handbook, which also outlines the policies and procedures surrounding student attendance. When students are showing signs of chronic absence, a Student Attendance Review Board (SARB) meeting is held to identify barriers to attendance and support the family in developing strategies to overcome them. A key part of these meetings is supporting students and families in understanding the correlation between attendance, achievement, and breaking the cycle of poverty. The OP Student and Family Handbook OP Student and Family Handbook is available in **Appendix 10 - Handbooks**.

OP implements a student attendance recording and accounting system which complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

²⁶ More information available at: <https://www.attendanceworks.org/chronic-absence/the-problem/>

²⁷ *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. The Johns Hopkins University, on behalf of the Center for Social Organization of Schools, 2012. Retrieved from: http://www.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

²⁸ Ready, Douglas D., Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development, The Differential Effects of School Exposure, Sociology of Education, October 2010. Available at: <http://www.attendancecounts.org/wordpress/wp-content/uploads/2010/04/Ready-2010-2.pdf>

²⁹ *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. The Johns Hopkins University, on behalf of the Center for Social Organization of Schools, 2012. Retrieved from: http://www.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

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

In order to meet its mission, OP must prepare every student to be an educated person in the 21st century.

At the core of being an educated person in the 21st century is mastery of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS). OP is in full alignment with these standards and the corresponding California frameworks for implementation and is committed to adjusting its program as needed to stay in alignment with state objectives and priorities as those evolve.

In addition, OP believes that students need to develop specific thinking skills and personal qualities to enable them to overcome the very real obstacles they face in breaking the cycle of poverty. OP is committed to developing these qualities in addition to the knowledge and skills found in the standards.

Academic Proficiencies

The OP program seeks to prepare students to meet the rigors of the CCSS, CACS, and NGSS. As the OP program seeks to be in full alignment with these standards, the qualities associated with being an Educated Person in the 21st century have been drawn directly from this foundation. These include but are not limited to the following.

Literacy

OP utilizes the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, as the foundation for its program. To be college and career ready in the 21st century, OP will develop students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures³⁰

To develop these qualities within our students, the OP program will be anchored by the CCSS College and Career Readiness Standards and their corresponding grade-specific standards.

³⁰ Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Available at: <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

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Together, these define the skills and understandings that all students must demonstrate and the progression in their development.

English Language Development

OP support all students in developing their English language proficiency, as they move through the continuum of emerging, expanding, and bridging. OP uses the California English Language Development Standards and the ELD Framework as the foundation of this work.³¹ To be college and career ready in the 21st century, OP will develop students who can use the English Language to:

1. Interacting in Meaningful Ways
 - Collaborative (engagement in dialogue with others)
 - Exchanging information and ideas via oral communication and conversations
 - Interacting via written English (print and multimedia)
 - Offering opinions and negotiating with or persuading others
 - Adapting language choices to various contexts
 - Interpretive (comprehension and analysis of written and spoken texts)
 - Listening actively and asking or answering questions about what was heard
 - Reading closely and explaining interpretations and ideas from reading
 - Evaluating how well writers and speakers use language to present or support ideas
 - Analyzing how writers use vocabulary and other language resources
 - Productive (creation of oral presentations and written texts)
 - Expressing information and ideas in oral presentations
 - Writing literary and informational texts
 - Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 - Selecting and applying varied and precise vocabulary and other language resources
2. Learning About How English Works
 - Structuring Cohesive Texts
 - Understanding text structure and organization based on purpose, text type, and discipline
 - Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
 - Expanding and Enriching Ideas

³¹ California English Language Development Standards (ELDS). Available at: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

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- Using verbs and verb phrases to create precision and clarity in different text types
 - Using nouns and noun phrases to expand ideas and provide more detail
 - Modifying to add details to provide more information and create precision
 - Connecting and Condensing Ideas
 - Connecting ideas within sentences by combining clauses
 - Condensing ideas within sentences using a variety of language resources
3. Using Foundational Literacy Skills

English Learners (ELs) must have full access to high quality English language arts, mathematics, science, engineering, technology, social studies, visual and performing arts, and physical education content, at the same time as they are progressing through the ELD level continuum. Integrated and Designated ELD, in alignment with the ELDS and Framework, supports ELs in developing this proficiency while engaging in the core curriculum.

Math

OP utilizes the CCSS for Mathematics as the foundation for its program. As described in the CCSS, the practices entailed come from both the National Council of Teachers of Mathematics (NCTM) process standards and the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*.³² OP supports students in developing the following anchor standards, which are required to be educated in the 21st century.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

These anchor standards work in conjunction with the grade-specific standards outlined in the CCSS and together define the skills and understandings that all students must demonstrate.

³² Common Core State Standards (CCSS) for Mathematics, p.6. Available at: <https://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.pdf>

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Science & Engineering

OP utilizes the Next Generation Science Standards (NGSS) for California Schools as the foundation of its science program.³³ The NGSS identify by grade level the specific 1) science and engineering practices, 2) core ideas, and 3) crosscutting concepts to be developed at each grade level. In addition, they provide links to related CCSS Mathematics and ELA standards to support teachers in thoughtful integration.

In utilizing the NGSS, the OP program seek to develop the following core science and engineering proficiencies that will enable all students to be college and career ready in the 21st century:

1. Asks questions (for science) and defines problems (for engineering)
2. Develops and uses models
3. Plans and carries out investigations
4. Analyzes and interprets data
5. Uses mathematics and computational thinking
6. Constructs explanations (for science) and designs solutions (for engineering)
7. Engages in argument from evidence
8. Obtains, evaluates, and communicates information

In addition, in alignment with its mission of college and career readiness and its focus on putting students at the center of their learning, OP works to develop the additional core qualities in students:

- Applies mathematics and uses technology in authentic learning experiences within the science and engineering curriculum
- Understands the relevancy of their STEM curriculum and critical thinking skills as they apply to 21st century careers
- Views higher education and careers in the fields of science and engineering as a possibility for their future

³³ Next Generation Science Standards for California Schools. Available at:
<https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

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Technology

To be educated in the 21st century, students must be able to not only use technology, but to use it effectively and efficiently to analyze, learn and explore. OP will utilize the International Society for Technology in Education (ISTE) Standards for Students (formerly the NETS) for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.³⁴

- **Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
- **Digital Citizen** - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical
- **Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
- **Innovative Designer** - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- **Computational Thinker** - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions
- **Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals
- **Global Collaborator** - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

In addition, in alignment with its mission of college and career readiness and its focus on putting students at the center of their learning, OP works to develop the additional core qualities in students:

- Uses technology in authentic learning experiences across the curriculum
- Understands the relevancy of their STEM curriculum and critical thinking skills as they apply to 21st century careers
- Views higher education and careers in the field of technology as a possibility for their future

³⁴ International Society for Technology in Education Standards for Students. Available at: <https://www.iste.org/standards/for-students>

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History and Social Studies

To be fully educated in the 21st century, students must have a sense of place and history. OP is in alignment with the CDE's History-Social Science Content Standards for California Public Schools.³⁵ The OP program will work to develop the following historical and social science analysis skills:

- Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines
- Correctly apply terms related to time, including past, present, future, decade, century, and generation
- Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
- Use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations
- Judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time
- Differentiate between primary and secondary sources.
- Pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
- Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Summarize the key events of the era they are studying and explain the historical contexts of those events
- Identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analyses of historical and current events

OP will utilize the grade-level standards as outlined in the CSS for History-Social Studies as a vehicle for developing these broader analysis skills.

Physical Education & Health

Students do better academically when they are healthy and active. Physical education and health class will support students in developing an understanding of their physical well-being

³⁵ History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, California Department of Education. Available at:
<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

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and habits that will support them through their lifetime. The goals of this program, as outlined by the California State Board of Education in the Physical Education Framework include, but are not limited to:³⁶

- Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities
- Assess and maintain a level of physical fitness to improve health and performance.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity

Visual and Performing Arts

To be educated in the 21st century, students must have a comprehensive education that includes the visual and performing arts. The arts by nature are academically rigorous, engaging students in the higher levels of Bloom's Taxonomy. In addition, an art curriculum provides our students with the cultural capital that will put them on a more even playing field when entering and graduating from college. OP aligns its arts curriculum to the California Visual and Performing Arts Standards, to offer a program that engages the students in the following:³⁷

- Learning through active practice, rehearsal, and creation or performance of works of art
- Reading about art and artists
- Researching, writing, and communicating about art
- Reflecting on the art in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria

21st Century Thinking Skills

OP is committed to developing students' higher-order thinking skills, engaging them in project-based learning that pushes them to develop the qualities of thought needed in the

³⁶ Physical Education Framework, California State Board of Education, 2009. Available at: <http://www.cde.ca.gov/ci/cr/cf/documents/peframework2009.pdf>

³⁷ Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve, California State Board of Education. Available at: <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

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21st century workplace. Research has linked the following qualities to higher levels of overall academic achievement.³⁸

- **Analysis** - Break complex information into component parts and see how those parts are interrelated.
- **Synthesis** - Build a more complex result from a set of components. The ability to put together parts to form a whole.
- **Evaluation** - Judge something (e.g. a body of work, a complex situation) against high standards) of quality.
- **Problem Solving** - The ability to approach familiar and unfamiliar contexts with innovative and creative strategies. In the classroom and in their careers, students will need to collaborate with others to solve complex and ambiguous problems that span across disciplines, sectors and cultures.
- **Communication** - The ability to effectively solve problems and add value requires strong social and communication skills. Specifically students will need to be able to: communicate ideas and vision to others using a variety of media, actively listen, collaborate, negotiate, and self evaluate in group processes.³⁹
- **Metacognition** - Having knowledge about cognition and ability to regulate it through planning, monitoring, and evaluation.⁴⁰

Personal Traits

To overcome the very real obstacles they face, OP will support students in the development of traits that have been linked with personal, college, and professional success. OP follows a responsive classroom model which focuses on the strong link between academic success and social-emotional learning and actively works to support students in developing the traits of:

- C - Cooperation
- A - Assertiveness
- R - Responsibility
- E - Empathy
- S - Self Control

The CARES traits are in alignment with the body of research on student resiliency, embodied in the work of Paul Tough in *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, Jeff Howard of The Efficacy Institute in *Getting Smart: The Social Construction of*

³⁸ Metacognition, achievement goals, study strategies and academic achievement. *Metacognition and Learning*, Vrugt, A., & Oort, F. J. (2008), pp. 30, 123-146.

³⁹ Bell, Stephanie. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, **83**, 39-43.

⁴⁰ Metacognition, achievement goals, study strategies and academic achievement. *Metacognition and Learning*, Vrugt, A., & Oort, F. J. (2008), pp. 30, 123-146.

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Intelligence⁴¹, Carol Dweck in *Mindset: The New Psychology of Success*, Martin Seligman in *Learned Optimism*⁴², and Duckworth⁴³, Mishal, Caspi, Moffitt⁴⁴ and others.

The OP program has deliberate structures to foster student understanding of these traits, facilitate assessment of these qualities within students by themselves and others, and develop goals and identify strategies to further develop these qualities. These include but are not limited to:

- Daily dedicated time for goal setting and reflection in morning meetings and closing circles.
- Project-based learning, which engages students in self-directed learning.
- Integration of character education into the content curriculum.
- Tracking and reporting of growth on attitudes and beliefs, in addition to content and skills

How Learning Best Occurs

Overview

At OP we believe that learning best occurs when students are actively engaged in a rigorous curriculum, when they work both independently and collaboratively with a degree of self-direction in their learning, when they have regular data and feedback to support them in monitoring their levels of mastery, when their families are involved in their learning and are full partners in their progression, when they are known well by teachers and faculty, and when they have a wide array of academic, social-emotional, and behavioral support structures to ensure they are constantly developing at their optimal rate.

⁴¹ Howard, Jeff (1992). *Getting Smart: The Social Construction of Intelligence*. Retrieved from: http://www.efficacy.org/Portals/7/Article_Downloads/Writings_by_dr_jeff_howard/GettingSmart.JeffHoward.pdf

⁴² Seligman, Martin (1991). *Learned Optimism: How to Change Your Mind and Your Life*. A.A. Knopf, p. 13.

⁴³ Duckworth, Angela & Seligman, Martin (2005). "Self-Discipline Outdoes IQ in Predicting Academic Performance in Adolescents," *Psychological Science* 16, no 12.

⁴⁴ Moffit et al (2011). "A Gradient of Childhood Self-Control Predicts Health, Wealth, and Public Safety," *Proceedings of the National Council of Science* 108, no. 7.

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1. Social-Emotional and Behavioral Support for All Learners

Our community of students and families is rich in assets, but has experienced adverse conditions placed on its community - often multi-generationally - that must be overcome in order to break the cycle of poverty. Providing appropriate, high-quality, consistent, individual and/or group support is critical in helping students and families address trauma and environmental stressors to support their social-emotional and behavioral development. Toward this end, OP works to ensure:

- All students are supported in developing the twelve CARES (Character and Resiliency Education Skills) that enhance children's total development and proactively prevent problem behaviors.⁴⁵
- Students are explicitly taught the Toolbox strategies to promote self-regulation.⁴⁶
- A Wellness Center provides a space for students who need additional social-emotional and behavioral support.
- Students and families have access to wrap-around services through our “All-In” partnership with The Seneca Family of Agencies.

2. Parent Engagement

Family involvement increases student achievement across families of all racial/ethnic, economic and educational backgrounds. It has been found to increase attendance, improve behavior in and out of school, strengthen students’ social intelligence, and advance students’ academic attainment levels.⁴⁷ Toward this end, OP works to ensure:

- The learning environment at OP is culturally relevant and welcoming to its students and families.⁴⁸
- Teachers and staff build strong relationships with families and other key stakeholders in student’s lives.
- Extensive outreach engages individual parents and works to build and maintain an energized Parent Association that supports student learning, behavior, and expectations.
- Parent education modules are part of Family Learning, promoting family involvement in student learning, behavior and academic expectations.
- Families receive weekly updates on the focus of teaching and learning for that week, strategies and materials they can use at home to support student

⁴⁵ More Information available at: http://www.kellybear.com/KB_Program-C.A.R.E.S.html

⁴⁶ More information available at: <https://www.dovetaillearning.org/toolbox-trade-products.html>

⁴⁷ Henderson, A., & Mapp, K. (2012). *A new wave of evidence: The impact of school, family and community connections on student achievement*. National Center for Family and Community Connections with Schools, SEDL. Retrieved from Southwest Educational Development Laboratory (SEDL) website: <http://www.sedl.org/connections/resources/evidence.pdf>

⁴⁸ Delpit, L. (2006). *Other people's children*. New York: Perseus Distribution.

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learning, debriefs of prior school activities, and information on upcoming events.

- **Academic Parent Teacher Team (APTT) Meetings** - On a triennial basis, team meetings will be held in which teachers explicitly share with families the classroom data as a whole and each child's data with that family. Then the teacher will explicitly walk through where students need to be to be on or above grade level,
- **Informal Communication** - Open lines of communication – through phone calls, email, and text messages – are essential in forging close relationships.
- **Report Cards** - Families will receive detailed information on their child's level of mastery across standards on a triennial basis.
- **Expositions of Student Work** - Biennial expositions of student work will be held to make learning transparent for families and highlight key evidence of student mastery.
- **Family Learning Events** - These will be organized on a monthly basis, to develop family understanding of the school program and performance in order to facilitate families keeping the school accountable for meeting these outcomes. In addition, monthly coffee hours will be held in which families can give feedback to the school Leadership Team. (Please See **Appendix 5 - Family Engagement** for the 2019-20 Family Learning Scope and Sequence.)
- **Community Building** - OP will engage families in a variety of relationship and community building activities and events. Such events may include student performances, science, math and literacy nights, presentations of student projects, or parent workshops.
- **Community Survey** - An annual community survey will be administered to gather feedback from families across multiple areas: learning, instruction, facility, safety, community, leadership, and overall satisfaction.
- **Family Leadership Team (FLT)** - All families will have the opportunity to participate on the school's Family Leadership Team, to provide input and participate in shared decision-making on critical elements of the school's development. The FLT may also plan special events and fundraisers for the OP, coordinate teacher appreciation week, and OP celebrations.
- **English Learner Advisory Committee (ELAC)** - All families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

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3. Continuous Improvement

OP seeks to be a place where students experience rigorous yet joyful learning, with outstanding results. To those ends, we will measure and monitor all aspects of our work to promote continuous improvement. This includes individual student growth academically, social-emotionally, and behaviorally, as well as the practice of our faculty, school-based therapists, and administration. We will balance our ambition for academic success with an equal commitment to supporting each child's social-emotional well-being.

- **Criterion-based Assessment** - OP will utilize both State and internal criterion-based assessments to measure students' growing mastery of state objectives, and adjust instruction accordingly to maximize growth.
- **Developmental Assessment** - OP will utilize assessments such as the ADEPT in language development and the FPRA in reading to measure students' absolute levels, but also measure their developmental growth. In doing so, we can measure the "value-added" to these students' educational growth by the OP program.
- **Professional Development Institutes** - After every quarter, teachers at OP will have time to deeply analyze data to identify whole class strengths, as well as whole class, small group, and individual needs. They will use this data to refine planning for the next quarter in order to leverage strengths and close gaps as needed.
- **Professional Development Plans** - All staff will have a Professional Development Plan (PDP) rooted in data from assessments, observations, and conferences.
- **Observation & Coaching** - With the specific PDP goals in mind, teachers will be regularly observed and receive feedback on instruction to support them in reaching goals.

4. Adequate Funding

Serving the distinct needs of our student and family population simply takes more - and OP exists to bring those much needed resources to the Bayview Hunters Point community. OP will derive approximately two-thirds of its revenues from state and federal revenues, leveraging partnerships with foundations and individuals to fund the remaining one-third of expenses required to truly meet the academic, social-emotional, and behavioral needs of our population.

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Curriculum and Instructional Design

Overview

The curriculum of OP will align with the requirements of the CCSS for English Language Arts and Mathematics and the California State Standards in all other content areas. OP's educational program will be an inquiry-based education with an emphasis on reading, science, math, art and technology across the curriculum. There will be a strong focus on literacy and language in Transitional Kindergarten through 2nd grade. One of our primary goals is for students to be grade-level proficient in math and reading by the end of 2nd grade and to achieve above grade-level proficiency in all subjects by the end of 5th grade. Social Studies is another important facet of our educational program, allowing space for students to gain nuanced understandings of the world, their communities and their positionality in both. Instruction in the content areas will be delivered through PBL, driven by student interests and inquiries. Teachers will ensure quality learning through facilitating group processes, being a thought-partner for students as they craft and refine their inquiries, and monitoring and giving feedback around the final student deliverables. Because student interest drives PBL, the choice in projects will vary. For example, a first grade project may address the question "How has transportation changed over time?" Embedded in the projects are standards-based instruction in all content areas, allowing for students to gain mastery over required standards, make connections across the curriculum and develop higher order thinking skills as they debate their ideas, collect and analyze data, and ask new questions.

At OP, curricula for each grade level will be developed in alignment with the CCSS and CSCS. OP teachers will work in teams to create PBL curriculum that is integrated across subject areas. OP will provide teachers with PBL curriculum frameworks and curriculum from known PBL experts, such as Expeditionary Learning and the Buck Institute for Education. To achieve our mission of preparing all students to be college ready, OP will offer more instructional minutes each day and more instructional days during the school year than is required, allowing for more time spent on teaching and learning. OP believes this is necessary to provide additional supports and scaffolds for some learners and additional learning opportunities for students who do not need additional support. Please see the attendance section of this charter for OP's detailed plan of instructional days and minutes.

In this section, we provide the philosophy, instructional framework, scope and sequence, and curricular materials for each of the following core subject areas:

- English Language Arts
- Mathematics
- Science and Engineering

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- Social Studies

In addition, we include these for our Systematic English Language Development program, which is also discussed more thoroughly in this charter under the section “Supporting English Language Learners.”

Please see **Appendix 2 - Curriculum, Instruction, and Assessment** for an Overview of current OP curricular selections. OP reserves the right to adjust these selections to support alignment with the stated philosophical approach of instruction, state and national standards, best practice, and the needs of our students and such change shall not be considered a material revision of the charter. Any changes in curriculum selections will be approved by the OP Board of Directors and provided to the Authorizer during the annual site visits.

English Language Arts

The English Language Arts and Literacy program at OP is aligned to the California Common Core Standards (CCSS) in English Language Arts and reflects the skills and knowledge students will need to succeed in college, career, and life. Our program is designed to support our scholars in:

- Regularly practicing with complex texts and academic language
- Developing the ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text
- Building knowledge through content-rich nonfiction.

Philosophy

OP believes that the ability to read, write and communicate effectively is the catalyst to accessing rigorous instruction and content area knowledge. Research shows that of students who do not read proficiently by 1st grade, 47% will struggle as adults. For students who still do not read proficiently by 3rd grade, 73% will never achieve full literacy.⁴⁹ The statistic becomes even more dire when looking at the OP target population: as measured by the NAEP, 83% of students from low-income families are not proficient readers in 4th grade.⁵⁰ This means that 61% of students from low-income families in our nation will not become literate in their lifetimes. OP seeks to reverse these statistics.

With effective instruction and early intervention, research by the National Institute for Child Health and Human Development (NICHD) conversely shows that 95% of students can reach grade level in reading by the end of 3rd grade. As such, OP prioritizes language and literacy

⁴⁹ The Children’s Reading Foundation. Available at: http://www.readingfoundation.org/reading_research.jsp

⁵⁰ Early Warning! Why Reading by the End of Third Grade Matters . A KIDS COUNT Special Report from the Annie E. Casey Foundation. Available at: <http://www.aecf.org>.

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proficiency in the early grades to ensure students have a strong academic foundation on which to build.

Instructional Framework

Reading and literacy instruction will be delivered through a balanced approach. In a report from the National Reading Panel (NRP), “Teaching Children to Read: An Evidence-Based Assessment of the Literature on Reading and its Implications for Reading Instruction,” researchers reviewed a myriad of literature and top studies on literacy instruction and found the following areas to be most critical to high quality, rigorous and balanced reading curriculum⁵¹:

- **Phonemic Awareness** - Phonemes are the smallest units of spoken language and are combined to form syllables and words. Phonemic Awareness is the ability to identify and manipulate individual or multiple phonemes in spoken language. The NRP report asserts that “correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first 2 years in school”.
- **Phonics** - Phonics instruction focuses on learning the alphabetic system, letter-sound correspondences and spelling patterns. Though there are many different approaches to teaching phonics, all teach a planned sequence of phonics elements in an explicit and systematic way that enable learners to use the alphabetic code to read and comprehend written language.
- **Fluency** - Fluency refers to the ability to read written text with accuracy, speed and proper expression. A reader’s fluency abilities depend on a strong phonics and developed word recognition ability. A large study on fluency achievement in American students by the National Assessment of Educational Progress found a close relationship between fluency and reading comprehension.
- **Vocabulary** - Vocabulary has historically been viewed as a crucial component of reading instruction and offers a middle ground for developing readers, a space where the reader learns to translate words in print into speech. Students benefit from decoding unfamiliar print words when they have an understanding of the oral vocabulary word, thus oral vocabulary is critical to making the transition from understanding oral language to understanding and communicating in both written and oral language.
- **Reading Comprehension** - Reading comprehension is foundational to accessing academic content and life-long learning. This essential component of blended literacy instruction is a cognitive process that is the sum of many complex skills such as phonemic awareness, word and vocabulary recognition, fluency, and critical

⁵¹ *Teaching children to read: An evidenced-based assessment of the scientific literature on reading and its implications for reading instruction*, 2000. Available at National Reading Panel website: <http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>

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thinking abilities like drawing conclusions and making inferences; reading comprehension is the ability to extract meaning from groups of words.

- **Writing** - Research indicates that when students - particularly students from low-income families - increase the quantity and quality of their writing, achievement increases across all domains.⁵² Students must write not just in the narrative form, but across genres and for a variety of purposes.

Each literacy skill and ability is interconnected and interdependent, thus highlighting the importance of a blended literacy approach. For example, the ability to decode is tied to print awareness, phonological and phonemic awareness, Alphabetic Principle and word and structural analysis. Fluency, the ability to read with expression, accuracy and speed is dependent on sight word knowledge, automaticity and phrasing. Finally, comprehension, the ability to understand what is being read, is connected to a reader's background knowledge, vocabulary and the use of comprehension strategies.

Curricular Materials

In keeping with research on best practices and in alignment with the CCSS in ELA, OP employs evidence-based and reputable curriculum and instructional materials for its balanced literacy program. In 2019-20, OP adopted Bookworms as the foundation of its K - 5 ELA program. Key to this adoption was the integrated differentiation, intervention, and remediation to meet the varied needs of OP scholars as detailed below.

Bookworms provides a strong literacy foundation and provides ease of use, affordability, and proven results with students. It consists of three 45-minute segments that can be scheduled in any order:

1. English Language Arts

- Teachers read above-grade level text, modeling inferential thinking and comprehension strategies.
- Focused grammar instruction and related written responses require students to write about what they're reading.

2. Shared reading

- Students read grade-level texts out loud with support of the teacher to foster fluency, vocabulary, and comprehension.

3. Differentiated reading instruction

- Teachers use assessments to group students and provide targeted instruction to help them excel.

⁵² Reeves, Douglas (November, 2010). The Write Way, *American School Board Journal*.

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Key features of Bookworms include:

- **Straightforward Routines** - Evidence-based routines enable teachers and students to focus on building foundational skills, fluency, comprehension, and knowledge.
- **Teacher-friendly Differentiation** - Screening and diagnostic assessments ensure all students get what they need to meet or exceed grade-level.
- **Intervention and Remediation Supports** - Using reading diagnostic data, teachers sort students into small groups for targeted intervention and remediation.
- **Differentiated Foundational Skills** - Bookworms differentiates instruction at the foundational skills level rather than the text level to help students accelerate their reading growth.
- **Whole, Complex Texts** - Students build knowledge and learn vocabulary by reading a wide range of themes and topics.
- **Vocabulary Acquisition** - Fosters incidental vocabulary acquisition by ensuring kids hear, read, and speak a high volume of words every day.

Achieve The Core has cited Bookworms as a promising program in ELA, noting that while first edition of the curriculum lacked a strong writing component and therefore missed points in its EdReports review, an extensive expansion of the program has been completed and the EdReports review of this new version is forthcoming early in 2019.⁵³

Mathematics

The Mathematics program at OP is aligned to the California Common Core Standards (CCSS) in Mathematics and reflects the skills and knowledge our scholars will need to succeed in college, career, and life.

Philosophy

The goals of OP's mathematics program are for students to be able to apply their mathematical knowledge and skills to new and unfamiliar contents and successfully engage in complex and sophisticated mathematical problems. Additionally, students will use their math knowledge and skills in deepening their understanding and proficiency in other content areas such as the arts, science and physical education.

Instructional Framework

Aligned with the CCSS in Mathematics, OP's instruction will be built upon the same practices and proficiencies from which the standards were developed. The following practices are from the National Council of Teachers of Mathematics:⁵⁴

⁵³ Achieve the Core. *We're Bullish on Bookworms: A reflection on the free Bookworms ELA curriculum for K-5*. Available at: <https://achievethecore.org/aligned/were-bullish-on-bookworms/>.

⁵⁴ National Council of Teachers of Mathematics. retrieved from: <http://www.nctm.org/standards/content.aspx?id=322>

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- **Problem Solving** - The ability to build new mathematical knowledge through problem solving, the ability to solve new problems that arise in mathematics and in other contexts, and the application and adaptation of a variety of appropriate strategies to solve problems. The ability to monitor and reflect on problem solving in mathematics.
- **Reasoning and Proof** - The ability to recognize reasoning and proof as fundamental components of mathematics, the ability to make and investigate mathematical conjectures, the ability to develop and evaluate mathematical arguments and proofs and the selection and use of various types of reasoning and methods of proof.
- **Communication** - The ability to organize and consolidate mathematical thinking through communication, the ability to clearly and coherently communicate mathematical thinking to peers, teachers and others, the ability to evaluate and analyze the mathematical thinking and strategies of others, and the appropriate use of the language of mathematics to express mathematical ideas.
- **Connections** - The ability to recognize and make connections among concepts of mathematics, the understanding of how mathematical ideas interconnect and build on one another to create a coherent whole and the recognition and application of mathematics in new and novel contexts outside of mathematics.
- **Representation** - The ability to create and use representations to organize, record and communicate ideas in and concepts of mathematics, the selection, application and translation among mathematical representations to solve problems and the utilization of representations to model and interpret physical, social and mathematical phenomena.

Additional components that inform the CCSS in Mathematics and OP's program are proficiency strands detailed in the National Research Council's report Adding it Up⁵⁵ as follows:

- **Adaptive Reasoning** - The capacity for logical thought, reflection, explanation and justification.
- **Strategic Competence** - The ability to formulate, represent and solve mathematical problems.
- **Conceptual Understanding** - The ability to comprehend mathematical concepts, operations and relations.
- **Procedural Fluency** - The ability to skillfully carry out procedures flexibly, accurately, efficiently and appropriately.
- **Productive Disposition** - The habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

⁵⁵ Kilpatrick, J., Swafford, J. & Findell, B. (Eds.). (2001). Adding it up: Helping children learn mathematics. National Research Council.

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Curriculum Materials

OP uses a balanced mathematics program that develops both mathematical fluency and conceptual understanding. In 2019-20, OP adopted Eureka Math as it provides a comprehensive Pre-K through 5th grade mathematics curriculum.

Eureka Math was written by a team of teachers and mathematicians who took great care to present mathematics in a logical progression from grade PK–12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. The program is consistently the highest rated mathematics program by EdReports.⁵⁶

Eureka Math was developed in direct alignment with the Common Core and the key shifts of Focus, Coherence and Rigor. These shifts and standards reflect the skills and knowledge our students will need to succeed in college, career, and life. Utilizing the Eureka Math curriculum, OP embraces these shifts as follows.

- **Focus** - OP places intentional Focus on fewer topics in mathematics. We narrow and deepen the way time and energy are spent for math instruction. This razor-like focus helps our students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom. Students focus deeply on the major work of each grade as follows:
 - K - 2nd Grades: Concepts, skills, and problem solving related to addition and subtraction
 - 3rd - 5th Grades: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
- **Coherence** - OP teachers follow a Coherent progression of math content from grade to grade so that students can build new understanding onto foundations built in previous years. Interconnected concepts and thinking will be carefully connected across grades. Supporting and complementary topics is leveraged to reinforce the major topics each year.
- **Rigor** - OP emphasizes Rigor in mathematics instruction across all grade levels; conceptual understanding, procedural skills and fluency, and application are pursued with equal intensity. This rigorous pursuit deepens students' authentic command of mathematical concepts. Three aspects of Rigor are as follows:
 - Conceptual understanding - Students learn to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

⁵⁶ EdReports. *Eureka Math Still Top-rated Curriculum - By Far*. Available at: https://s3.greatminds.org/documents/attachments/000/000/207/original/EUREKA_EdReports_2016-Apr.pdf?1464110625

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- Procedural skills and fluency - Students gain speed and accuracy in calculation as core functions, such as single-digit multiplication are practiced regularly, in order to have access to more complex concepts and procedures.
- Application - Students apply math knowledge, while utilizing their solid conceptual understanding and procedural fluency, to solve real-world situational problems.

Please see **Appendix 2 - Curriculum, Instruction, and Assessment** for the Eureka Math TK - 5th Grade Scope and Sequence.

Science and Engineering

The Science program at OP is aligned to the Next Generation Science Standards (NGSS) and the CCSS in ELA & Literacy for Science and rooted in inquiry-based learning.

Philosophy

Science is central to how we understand and make sense of the world around us, a world that is rapidly changing. It's hard to imagine the challenges and technologies that lie ahead. Now more than ever, students need to learn to think critically and flexibly, and to have a firm grounding in science and engineering. We believe that authentic, integrated, project-based learning experiences in Science best support this development.

The fields of Science and Engineering provide extensive college and career options for students. The San Francisco local economy hires more employees in this sector than any other. In order to best position our students to break out of the cycle of poverty, the overall academic program at OP needs to support students in accessing and engaging in science and engineering.

Instructional Framework

Rooted in the NGSS, science instruction at OP focuses on the mastery of essential science vocabulary, comprehension of science-themed academic and non-fiction writing, developing conceptual knowledge in physical, life and earth sciences and the application of scientific knowledge through class experiments and investigations.

Within the Science curriculum, teachers leverage a variety of instructional strategies including:

- Hands-on scientific inquiry
- Applying the scientific method to questions about the world around them
- Researching related Science topics
- Writing research reports based on their findings

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Curriculum Materials

OP adopted Mystery Science as the foundation of its science program in 2019-20, which is aligned to the NGSS and CCSS in ELA & Literacy for Science. As detailed in the NGSS, each grade level's science curriculum should be designed around a set of Guiding Questions that push students to inquire. In this inquiry, students develop an understanding of Disciplinary Core Ideas as well as Crosscutting Concepts. These in turn prepare students to demonstrate grade level Performance Expectations.

Toward that end, Mystery Science provides ready-made science mysteries for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity.

Figure A.123 provides an example of a Kindergarten Physical Science Unit and **Figure A.123** provides an example of a 4th Grade Physical Science Unit, illustrating how concepts build and deepen over time in alignment with the NGSS.

Figure A.123 - Kindergarten Physical Science Unit - Force Olympics

This unit helps students develop their first concept of "force," and the idea that by playing with forces and thinking about them, we can accomplish surprisingly big things. [Less](#) 



Mystery 1: **What's the biggest excavator?**



Read-Along Mystery 2: **Why do builders need so many big machines?**



Mystery 3: **How can you knock down a wall made of concrete?**



Read-Along Mystery 4: **How can you knock down the most bowling pins?**



Mystery 5: **How can we protect a mountain town from falling rocks?**



Read-Along Mystery 6: **How could you invent a trap?**

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Figure A.123 - 4th Grade Physical Science Unit - Energizing Everything

This introductory energy unit will encourage students to think about the energy that things need to move. Students will explore how energy makes things go, from powering vehicles to moving one's body. Students will experiment with rubber band racers to discover the relationship between how much energy is stored in a material and how much is released. They will investigate the role that hills play in making roller coasters move and the energy transfer that happens when two objects collide. Students will realize that thinking about the world in terms of energy helps them make sense of how and why things speed up and slow down. Hands-on activities focus on engineering, testing hypotheses and using results to develop their ideas. [Less](#) 



Mystery 1: **How is your body similar to a car?**



Mystery 2: **What makes roller coasters go so fast?**



Mystery 3: **Why is the first hill of a roller coaster always the highest?**



Mystery 4: **Could you knock down a building using only dominoes?**



Mystery 5: **Can you build a chain reaction machine?**



Mystery 6: **What if there were no electricity?**



Mystery 7: **How long did it take to travel across the country before cars and planes?**



Mystery 8: **Where does energy come from?**

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Please see **Appendix 2 - Curriculum, Instruction, and Assessment** for the Mystery Science 1st Grade and 4th Grade Grade Scope and Sequence.

Social Studies

OP's social studies curriculum is aligned with the California State Standards (CSS) in History-Social Science and the CCSS in ELA & Literacy for History/Social Studies.

Philosophy

OP is committed to modeling and teaching citizenship to students and empowering students to actively participate at the school, neighborhood, local, state, national and international levels. OP is also committed to ensuring that students have an understanding of the foundational primary documents and ideals of the United States and a knowledge of and respect for the diverse contributions to our nation.

Instructional Framework

OP teachers will ensure that students master content standards and acquire fluency in relevant academic vocabulary while at the same time focusing on modeling, teaching and assessing for the intellectual, reasoning, reflection and research skills in the following domains:

- Chronological and Spatial Thinking Research
- Evidence
- Point of View and Historical Interpretation

To accomplish the outcomes above, the OP program is built in alignment with the California History - Social Science Framework.⁵⁷ This framework has rewritten the standards to tell a story that reflects the contributions of many diverse groups in the development of California and the United States. The K-5 framework prioritizes:

- **Inquiry** - The framework calls upon students to conduct research (both guided and independent), evaluate primary and secondary sources, develop arguments, and make presentations. Inquiry occurs across the disciplines of History, Government/Civics, Geography, and Economics.
- **Literacy** - The framework includes an emphasis on giving all students access to the academic vocabulary and skills necessary for success in college, careers, and civic life.

⁵⁷ More information available at: <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

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- **Citizenship** - The framework places a strong emphasis on democratic values in the relations between citizens and the state. It encourages teachers to help their students practice the skills of engaged citizenship.⁵⁸

Our integrated PBL approach to teaching in the content areas will provide students with many opportunities to develop critical reading comprehension skills in non-fiction writing and other academic primary sources across the curriculum and the ability to communicate content area knowledge in one or more subjects through a variety of mediums.

Curriculum Materials

OP is dedicated to teaching social studies in an authentic and experiential way that engages students and helps them to understand the world and society in which they live. Toward this end, OP has adopted Social Studies Weekly as the foundation of its program. Key features of the program are as follows:

- **Hands-on**
Students engage in hands-on curriculum where they can highlight, take notes and complete learning strategies right on the publication. They also can cut up and incorporate their publications into multiple assignments and activities.
- **Interactive**
Every student has access to a robust online platform, where they delve deeper into history through 1,000s of primary source images and videos. Students also have access to an audio reader, highlighting tools and rewards system.
- **Ready to Use**
Spend less time prepping for instruction, and more time engaging students with ready-to-use lesson plans that incorporate essential learning strategies, activities, and worksheets.
- **Cross-Curricular**
Use Studies Weekly's balanced literacy approach in your Language Arts block to hit many of the ELA standards through non-fiction reading, writing, speaking, listening, viewing and technology use.
- **Better Preparation**
As they question, discuss and truly experience history through year-long immersive learning, your students will do better on formative and summative assessments.

Examples from the Scope and Sequence are as follows:

- **1st Grade - Rights and Responsibilities**
1st graders learn concepts such as voting, rights to property, the President, the

⁵⁸ California Department of Education. An Overview of the New History-Social Science Framework for California Public Schools, The Elementary Grades. Available at:
https://www.scoe.net/castandards/Documents/parent_overview_hss_k-5.pdf

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Constitution of the United States, government, and laws. Literature links include articles such as: “Do I have to? Kids Talk About Responsibility” by Nancy Loewen and “F Is for Flag” by Wendy Cheyette Lewison. Differentiation tips are provided for the teacher, along with teacher questions, discussion prompts, and cognitive complexity and relevance levels.

- **4th Grade - Early Explorers Visit California**

Students access the curriculum online or via newspaper-like handouts. Lessons include articles to read, short quizzes, quick writes that reinforce writing, videos, and leveled reading extensions. In this week’s unit, students explore: Juan Cabrillo and the California coast, pioneers in the surf, early explorers, Russian colonies, San Diego, conquistadors, Filipino explorers, and African explorers.

Please see **Appendix 2 - Curriculum, Instruction, and Assessment** for the full Social Studies Weekly 1st Grade and 4th Grade Grade Scope and Sequence.

Visual and Performing Arts

The Visual and Performing Arts program at OP is aligned to the California State Standards (CSS) in Visual and Performing Arts.

Philosophy

Research has shown that arts education improves student achievement in all core subjects, particularly for at-risk students. ArtsEdSearch provides countless summaries of research examining the impact of arts education on students. These studies of students, across the socioeconomic spectrum, demonstrate that students who receive their education in an arts rich environment:

- are more prepared for the global workforce
- have an increase in academic success
- possess higher self-esteem and self-confidence
- achieve higher test scores
- show increased high school graduation rates
- develop higher success rates in group collaborations

“The arts help to develop both left and right brain skills; students connect scientific concepts underlying art, which is especially successful with at-risk, English learners, special needs, and gifted students.” (The Getty Education Institute, 2006). Harvard research reveals that besides increasing creativity, critical thinking, collaboration, and problem solving skills, involvement in the arts is linked to lower dropout rates, increased standardized test scores and more community service (Harvard’s Project Zero, 2011). Another study, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, by Catterall, Dumais, S & Hampden-Thompson found that low-SES teens and young adults with past high-arts

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participation show better academic outcomes than do their low-arts, low-SES peers. Key findings were as follows:

- **Positive Impact on Academic Achievement and Civic Behavior** - To differing degrees, the researchers found that high arts participation is positively connected with “school grades, test scores, honors society membership, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics.”
- **Improved Long-Term Outcomes** - Intensive arts experiences for at-risk youth correlated to academic and civic engagement levels close to or exceeding those of the general population, levels much higher than the rates for low-SES students who have limited arts participation. Additionally, the researchers found that aspirations for college attainment and professional careers are positively related to arts participation, and that adults with previous arts engagement are more likely to be in occupations that require post-secondary education.
- **Biggest Benefits for At-Risk Students** - The strongest relationship the researchers identified between arts engagement and academic outcomes was for high-arts/low-SES youth, however, the researchers also found a positive relationship between arts and increased civic participation for high-SES students

Instructional Framework and Curriculum Materials

The faculty and staff at OP will create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every student through the TK- 5th Grade Artrageous curriculum.⁵⁹ The comprehensive arts program purposefully builds a full range of language, literacy, and other content area skills. Artrageous provides lesson plans that utilize an Understanding By Design framework, with an Enduring Understanding, Discovery Questions, Standards Alignment, Key Concepts, and Assessments.

Physical Education

The Physical Education and Health program at Ripple Academy is aligned to the California State Standards (CSS) in Physical Education and in Health Education.

Philosophy

High-quality health and physical education programs help students succeed in life, which is why the U.S. Department of Health and Human Services Physical Activity Guidelines recommends that children and adolescents should engage in at least 60 minutes of daily

⁵⁹ More information available at: <http://arts1.sccoe.org/>

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physical activity. OP supports students in achieving these minutes through a quality physical education program and physical activity before, during, and after school.

Instructional Framework and Curriculum Materials

All students at OP participate in Physical Education class. Through this physical education program, students develop a range of physical and athletic skills, as well as a number of habits of teamwork, cooperation, and fair play as they participate in the curriculum which is aligned to the CSS for Physical Education as well as the CARES Traits.

Instructional Design and Engagement Techniques

In order to support students in meeting our rigorous exit outcomes, OP has selected instructional methodologies that have proven effective in serving our target population of students. These instructional and engagement techniques will ensure all students are college and career ready. Core techniques are as follows:

1. Utilizing High Engagement Techniques
2. Differentiation and Flexible Ability Grouping
3. Inquiry-based and Project-based Learning

Utilizing High Engagement Techniques

Creating a culture of high academic and behavioral expectations is one of OP's greatest priorities. Our teachers use the following instructional techniques, along with many others, in their classrooms. Drawing from Doug Lemov's *Teach Like a Champion: 49 Techniques that put Students on the Path to College*, the selected techniques have the following categories: setting high expectations, delivering lessons, engaging students in lessons, creating a strong classroom culture, setting high behavioral expectations and building character and trust with students.⁶⁰

Figure A.12 provides a sample list of instructional strategies that OP teachers use, along with other strategies that are geared toward fostering a supportive and achievement-focused community culture.

⁶⁰ Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: John Wiley & Sons, Inc.

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Figure A.12 High Engagement Instructional Strategies

Right is Right	Setting High Expectations	A technique in which the teacher sets and maintains a high standard of correctness in their classroom. The teacher will praise students in their efforts but will hold out until the correct answer is given using technical vocabulary.
Stretch It	Setting High Expectations	A method of questioning in which the teacher will push their students' thinking beyond the correct answer. After students have given the right answers, the teacher will ask additional follow-up questions that test for validity and extend students' knowledge.
Ratio	Structuring and Delivering Lessons	A technique where the teacher intentionally monitors how much time they talk during a lesson and ensures there are many opportunities for the students to lead.
Checks for Understanding	Structuring and Delivering Lessons	A method in which the teacher is constantly assessing their students' understanding in a lesson through questioning and gathering data on the class understanding as a whole. Most importantly, the teacher will adjust instruction immediately.
Wait Time	Engaging Students in your Lesson	A method of questioning in which the teacher will deliberately delay a few seconds in between asking a question and asking a student to answer.
Props	Creating a Strong Classroom Culture	A culture-building technique in which teachers and students give public praise to and for students who have demonstrated academic excellence or embodied a classroom core value.
What to Do	Setting and Managing High Behavioral Expectations	A method of giving clear instructions to students that are specific, concrete, sequential, and observable.

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Positive Framing	Building Character and Trust	A behavior management technique in which the teacher frames corrections positively and consistently. Teachers will only focus on what students are able to fix in the moment, they will assume the best of all students and will frame behavioral adjustments around expectations and aspirations.
Precise Praise	Building Character and Trust	A method in which teachers give positive praise intentionally. The teacher will differentiate between acknowledging when a student has met an expectation and when a student has accomplished an exceptional goal.

Differentiation & Flexible Grouping

At OP we know that children grow, develop and learn at different rates. We recognize and value these differences and will differentiate and personalize instruction to ensure that all students' needs are met. Our inquiry-based approach allows us to support students with differentiated and tailored support in all content areas. In *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*, Carol Ann Tomlinson and David Sousa identify five key principles for effective differentiation.⁶¹ OP uses these principles as a guiding framework and provides teachers with support, professional development, and planning time to develop differentiated strategies that support all students:

- Work in a differentiated classroom is respectful of each student. Students' tasks are engaging and require complex thought and problem solving, no matter what their ability level.
- Curriculum is rooted in the critical ideas of a topic and understanding is prioritized over mere recall.
- Teachers use flexible grouping. Groups can be based on interests, learning preferences or specific learning needs. The selection of the groups can be made by the teacher, students or randomly. In addition to composition of groups, the length of time the group works together may vary as well. Students will experience a mix of small groups, whole group instruction and independent work.
- Teachers use ongoing assessments to inform their instruction. A variety of assessment tools are used before, during, and after every unit of study.
- The learning environment supports students in taking risks in their learning. Students feel safe and connected in a community of learners.

⁶¹ Sousa, D., & Tomlinson, C. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solutions Tree Publishing.

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Inquiry-Based and Project-Based Learning

OP students will gain mastery in core content subjects while developing vital critical thinking and higher order thinking skills through inquiry-based and project-based learning approaches. Student choice is integral to these approaches. With the guidance of their teachers, students develop research questions, work collaboratively with other students and decide on how their final work will be presented. Teachers are deeply involved in every step of the project: approving students' choice in topics, assisting with crafting research questions, monitoring and supporting group processes, providing critical feedback on iterations of the project and, finally, supporting and assessing students' progress in the presentations of their final projects.

In a summary of research on PBL published by the University of Indiana's Center of Excellence in Leadership of Learning (CELL), the data show that PBL has a variety of positive effects on student learning. Specifically the report highlights:

- The collaboration skills taught through PBL benefited a variety of students: elementary aged students learned how to understand multiple perspectives and conflict resolution skills and students with special needs developed important social skills such as empathy and teamwork.
- Compared to traditional classes, students in PBL classes performed better on assessments of content knowledge.
- High levels of student engagement resulted from the PBL approach.
- The students who participated in PBL showed improvement in critical thinking and problem-solving skills.

PBL is primarily a student-driven and teacher-facilitated approach to learning that is inquiry-based and teaches an array of learning strategies that are essential for academic and emotional success in the 21st century.⁶²

The following are the central inquiry-based and PBL-based activities in which students engage:

1. Asking and refining questions
2. Debating ideas
3. Making predictions
4. Designing plans and/or experiments
5. Collecting and analyzing data
6. Drawing conclusions
7. Communicating ideas and findings to others

⁶² Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83, 39-43.

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8. Asking new questions

We believe that these help to ensure our students are prepared for and fully capable of success in college, in their lives and as contributors to their communities. It allows for deeper levels of responsibility and personalization.

Supporting All Students

OP has high expectations for all students and is committed to providing a differentiated program to ensure all of our scholars progress at their optimal pace - those working below grade level, above grade level, with identified special needs, and who are English Learners (ELs).

To ensure students receive differentiated scaffolds, supports, and extensions in their learning, OP utilizes a Response to Intervention (RTI) framework. This framework allows OP to monitor student development academically, behaviorally, and social-emotionally and provide interventions as needed to attain maximal growth for our students. To do so, OP has partnered with Seneca Family of Agencies since its founding to implement their Unconditional Education program. Response to Intervention and the Seneca Partnership are each detailed below.

Response to Intervention

RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of academic, social-emotional, and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented academic, social-emotional, or behavioral problems and ensuring appropriate identification of students with disabilities.

This system includes three levels of intensity or three levels of prevention, which represent a continuum of student supports. Many schools use more than one intervention within a given level of prevention.

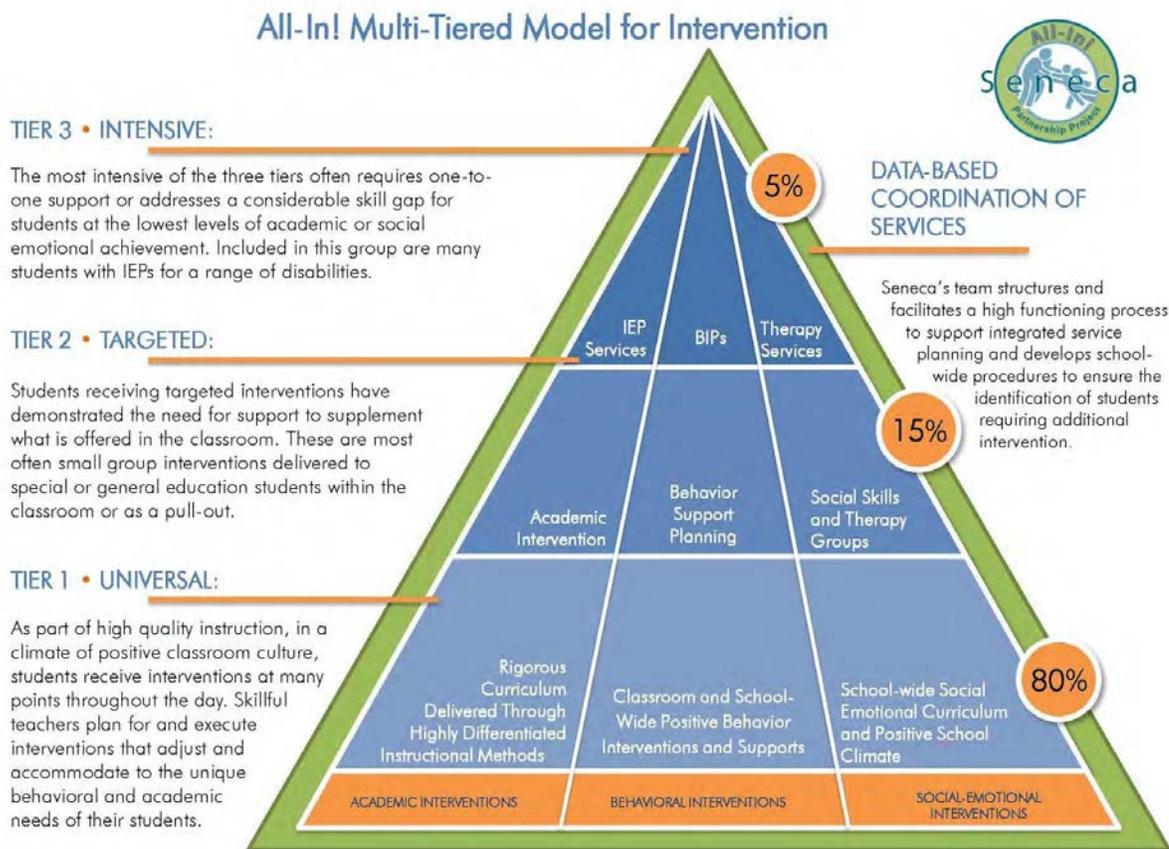
- **Primary (Tier 1)** - High quality core instruction that meets the needs of most students
- **Secondary (Tier 2)** - Evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- **Tertiary (Tier 3)** - Individualized intervention(s)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

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Unconditional Education Partnership with the Seneca Center

OP has partnered with the Seneca Center, leveraging their Unconditional Education model to provide multi-tiered intervention within the RTI program across the domains of academics, behavior, and social-emotional well-being. **Figure A.123** provides an illustration of this model. Unconditional Education utilizes the RTI Tiered framework to provide aligned academic and social-emotional approaches to prevent student struggles and remedy existing gaps. RTI establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed.

Figure 1.123 Seneca Unconditional Education Multi-Tiered Model for Intervention



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

The integrated, data-driven approach of RTI has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation and coordination of different levels of service provision. In addition to the expertise of existing school personnel, our Unconditional Education Partnership leverages the capacity of the Seneca Family of Agencies, whose core competency lies in service coordination and the delivery of more intensive education and social-emotional services. When this competency is introduced into a school where leadership and staff are committed to success for each student, the path towards school effectiveness for ALL children is accelerated, and students are pushed to higher levels of achievement.

Please see **Appendix 3 - Student Supports Systems** for an Overview of the Unconditional Education Model.

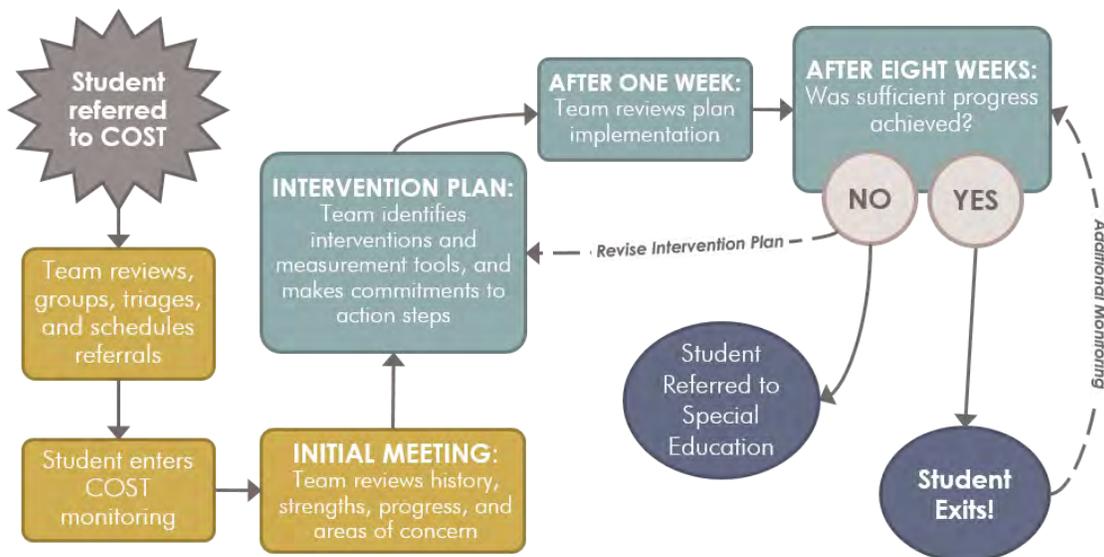
Coordination of Services Team (COST)

OP facilitates a Coordination of Services Team (COST) that oversees the implementation of the RTI program, as seen in **Figure A.123**. This team consists of 4-5 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and 3 interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Each week, the team also completes one-week reviews and eight-week reviews for students who have been assigned to specific interventions. Individual team members are identified to maintain open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate.

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Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs.

Figure A.123 COST Process



Please see **Appendix 3 - Student Supports Systems** for an Overview of the Unconditional Education Services.

Cross-System Collaboration

Students with the most critical need for support, including those with disabilities, are often served by multiple providers both on and off site in more restrictive settings as dictated by their IEPs. The RTI program and COST structure ensures that expertise and services provided by mental health, child welfare, and foster care agencies are seamlessly integrated into a student’s school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

An Overview of How RTI Works

Once a student is identified as not making appropriate growth academically as measured by the schools’ assessment data (see **Element C** for a discussion of tools), or a student is struggling social-emotionally or behaviorally, the classroom teacher will immediately develop an in-class interventions plan that clarifies the student’s current level of performance, documents areas of concern, and outlines a specific plan to differentiate,

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modify, and individualize instruction for that student utilizing Tier 1 interventions. Modifications or accommodations could include changing in seat assignments, implementing strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below. The family is informed of these concerns and interventions via the classroom teacher.

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

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

Tiered Services in the Unconditional Education Program

The Unconditional Education Partnership ensures that high quality, universal interventions are implemented at Tier one, through the provision of training and support in school-wide academic, behavioral, and social emotional curricula. Tier 2 and Tier 3 services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts). These high quality, customized, data-driven interventions are designed

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

Please see **Appendix 3 - Student Supports Systems** for an Overview of the Unconditional Education Services Overview.

Tiered Academic Services

- **Tier One, Academic**
Through the Unconditional Education Partnership, Seneca works with the Principal to develop school-wide sets of research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data. Implementation of universal screening procedures ensures the early identification of students who are struggling academically.
- **Tier Two, Academic**
The COST team works to develop thresholds for the initiation of Tier 2 services, considering data gathered from formative and summative assessment measures. Students are identified to participate in 6-10 week cycles of push-in or pull-out academic groups, targeting the specific content gaps revealed through assessment data. Progress is measured through appropriate, standardized tools such as AIMSweb. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier 3 services.
- **Tier Three, Academic**
Tier 3 academic services are provided for students with Individualized Education Programs (IEPs). Push-in and/or pull-out services are provided by trained special education teachers as indicated by the students' IEPs and progress on IEP goals is closely monitored over time. IEP goals are reviewed at least annually and students are reassessed for Tier 3 services every three years.

Tiered Behavioral Services

The Unconditional Education Partnership utilizes School-Wide Positive Behavioral

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Interventions and Supports (SWPBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.⁶³

SWPBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each Tier, and learn about the tools and process of monitoring progress and fidelity.

- **Tier One, Behavioral**

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

- **Tier Two, Behavioral**

The COST team works to develop thresholds for the initiation of Tier 2 services, considering data gathered from office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Collaborative Problem Solving (CPS)*. This approach seeks to understand challenging behaviors as a result of lagging cognitive skills, such as flexibility, frustration tolerance, and problem solving. It asks adults to work collaboratively with students to identify what skills would help to avoid the challenging behavior in the first place, and how to come up with effective, durable strategies for teaching and learning those skills. Through a partnership with San Francisco Community Behavioral Health Services and Seneca Family of Agencies, One Purpose has been able to support families in accessing services to which they are entitled through the Early Periodic Screening, Diagnostic, and Treatment (EPSDT)

⁶³ Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002

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Medi-Cal program directly at the school site and integrate these supports into the broader school program. Student Support Assistants (SSA) also work with small groups of students and are trained to provide mentoring and coaching to struggling students. Behavior goals are created and each student's progress is assessed after eight weeks to determine if they are ready to return to Tier one levels of support, or if they may be candidates for Tier three services.

- **Tier Three, Behavioral**

These services include Functional Behavioral Analysis (FBA), and wraparound services. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. This plan outlines support staff, de-escalation techniques, incentives, consequences, and communication protocols. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum.

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

Tiered Social-Emotional Services

- **Tier One, Social-Emotional**

To address school-wide climate and social-emotional needs, Seneca works with leadership to develop and coordinate action steps toward improving identified areas for growth highlighted by the staff interviews and ASSC SCAI survey results. These steps may include implementing trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures. Once needs are identified, curricula and/or interventions are chosen that align with the school's culture and current practices. In addition, a universal social emotional screener is completed by each guide one month into the school year. The screener helps guides to identify both internalizing and externalizing behaviors exhibited by students, and provides the opportunity to consider any contextual and/or traumatic experiences that may impact the student's social-emotional well-being.

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- **Tier Two, Social-Emotional**

The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the social-emotional screener. Students are identified to participate in 6-10 week cycles of group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Through a partnership with San Francisco Community Behavioral Health Services and Seneca Family of Agencies, One Purpose has been able to support families in accessing services to which they are entitled through the Early Periodic Screening, Diagnostic, and Treatment (EPSDT) Medi-Cal program directly at the school site and integrate these supports into the broader school program. Student Support Assistants (SSA) also work with small groups of students and are trained to provide mentoring and coaching to struggling students. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or may be in need of intensive, Tier 3 services.

- **Tier Three, Social-Emotional**

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

Continuous Improvement

The COST utilizes multiple data sources to evaluate student progress. At Tier 1, we look at data to track student engagement, office referrals, suspension, reading growth, math growth, benchmark and SBAC performance, attendance, and grades. At Tier 2, we evaluate reading and math growth, growth in targeted SEL areas, attendance, office referrals and suspensions. At Tier 3, every student has his/her individualized plan that outlines the targets and goals for that specific student, and we progress monitor 2-3 times annually to ensure growth.

In addition, assessment data is used to support continuous improvement of our RTI program. On an annual basis, OP's Student Support Services leadership examines the current status of student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with

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staff, and posing questions that inform the collaborative creation of shared goals and strategies for the following school year.

The leadership team ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback. Assessment data is synthesized into a summative report and used to create a responsive implementation plan that contains prioritized goals and strategies for each new school year.

Serving Students Who Are Academically Low-Achieving

OP utilizes the RTI tiered framework, described in detail above, to provide aligned academic, behavioral, and social emotional approaches to prevent student struggle and remedy existing gaps. The rigorous prevention system provides for the early identification of academic, social-emotional, and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of student support. More than one intervention is often used within a given level of prevention.

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

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

Serving Students Who Are Academically High-Achieving

OP believes that all children can excel in its program. The same features and supports that are in place for students who may be at-risk also benefit students who are high performing. The curricula selected has multiple opportunities for the high-achieving students to expand their knowledge and skills through higher level inquiry and small group instruction. As student capabilities expand, the state content standards will be met at an ever-increasing rate and the pace of the rigorous curriculum will accelerate.

If a student is achieving above grade level, the teacher will implement modifications similar to the RTI system provided for students not meeting pupil outcomes discussed above. In Tier 1, teachers will make accommodations within the classroom to differentiate and accelerate student learning. Examples built into the OP model include centers-based instruction in both

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literacy and math to provide accelerated options for literacy and math content. In Tier 2, teachers provide small group targeted instruction to accelerate learning. Examples include small group guided reading and literature discussion groups. Finally, Tier 3 includes targeted one-on-one and often pull out instruction by a specialist or support personnel to provide customized instruction not available in the mainstream classroom such as one-on-one tutoring in advanced concepts.

Serving Students with Special Needs

Overview

OP assures that a Free Appropriate Public Education (FAPE) shall be provided to all enrolled students. OP complies with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. The Charter School is its own local education agency (LEA) in conformity with Education Code Section 47641(a). The Charter School is a member of the El Dorado District Office of Education (EDCOE) Special Education Local Plan Area (SELPA).

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services and all EDCOE policies and procedures and utilizes appropriate SELPA forms. The Charter School does not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The Charter School recognizes its responsibility to enroll and support students with disabilities.

Since the Charter School operates as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the County shall have no responsibility to ensure that the students who attend the Charter School are provided FAPE. In accordance with state and federal law, each student eligible under the IDEIA will be provided FAPE in the Least Restrictive Environment (LRE). The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program (IEP) team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

As mentioned above, OP has a strategic partnership with the Seneca Family of Agencies. Our Special Education program is in alignment with a larger schoolwide student support system. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six-eight weeks. The Response to Intervention (RTI) program in alignment with the Coordination of Services

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(COST) process integrates with this assessment calendar. Teachers and the administration receive regular data reports communicating student growth, and a lack of progress is flagged immediately. Through the RTI program, teachers are coached and supported in developing both behavioral and academic interventions plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Special Education team who will develop an assessment plan if appropriate.

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

OP is proud of its Special Education program. Our belief is that the great majority of Special Education students can be served effectively in a general education setting with targeted support. OP has leveraged county mental health and SELPA low incidence resources to effectively serve students with low incidence disabilities.

Identification and Referral

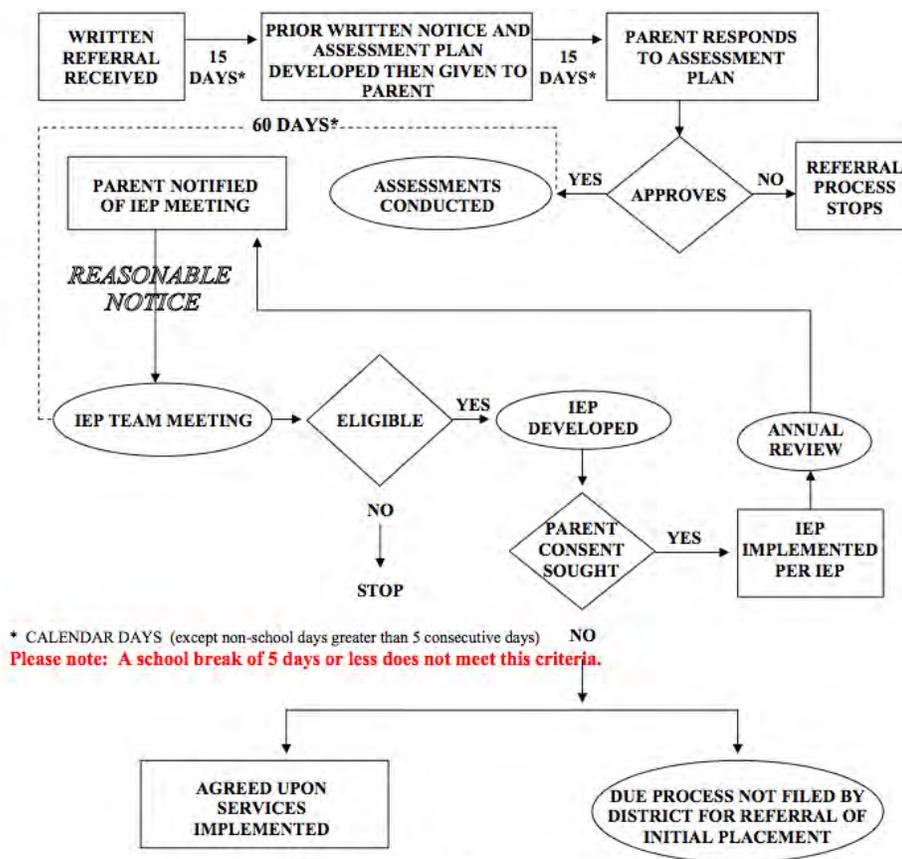
OP shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs in a timely method, in accordance with the policies and procedures of the EDCOE SELPA. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of

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students with needs that cannot be met with modification of the general instructional program. The Charter School will obtain the cumulative files, prior and/or current IEP and other special education information on any student enrolling.

A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services. The flowchart in Figure A.123 below outlines the process once a referral has been.

Figure A.123 OP Referral Process



The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and

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related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by OP within fifteen (15) days. Parents will be informed via the Special Education lead that special education and related services are provided at no cost to them.

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

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Special Education lead will be responsible for gathering all pertinent information and sharing such information with the OP Leadership and the Seneca Team. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

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

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability

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

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure, and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a Free Appropriate Public Education.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. OP will ensure that all aspects of the IEP and school site implementation are maintained.

The Charter School will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. In this way, students at the school who have IEPs will be served in the Least Restrictive Environment (LRE), to ensure students with disabilities are educated with students who are not disabled to the maximum extent appropriate. All students with disabilities have access to the full range of programs available to non-disabled students

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

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

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

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided

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- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

IEP Meetings, Review, and Reporting

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

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

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet 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. Parents will receive additional reports on their individual student's progress at student-led conferences.

In addition, the school shall comply with the EDCOE Local Master Plan and perform all corrective actions deemed necessary by the EDCOE SELPA. The Principal will work with Seneca Team and Business Manager to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

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Staffing

OP is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at OnePurpose School will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by California's Education Code and the IDEIA. OnePurpose will contract with Seneca to provide ALL IN! programs and services and oversee IEP and 504 services. The OP Principal and the Special Education lead from the Seneca Family of Agencies will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Professional Learning for Special Education and General Education Staff

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

In addition, all General Education teachers receive annual trainings on RTI and the COST process, assessment and Identification of students with disabilities, accommodations and modifications in the classroom and other topics as needed (identified through the COST Process).

Parents with Disabilities

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

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Dispute Resolution and Complaint Procedures

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

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

Please see **Appendix 8 - Health, Wellness, and Safety Plans** for the OP Uniform Complaint Policy.

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Principal of the Charter School and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will

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evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

Serving English Language Learners

OP is committed to supporting English Learners (ELs), who compose about 30% of our student population. We will hold the same rigorous academic, behavioral, and social-emotional goals

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and expectations for every student, regardless of native language, and will implement research-based instructional programs and strategies to meet the specific needs of our EL students.

Our ELL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our EL students. As demonstrated below, OP will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students. In addition, OP will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners.

Identification, Designation, and Notification

As required by Education Code Section 52164.1, OP will determine the Home Language of each student upon enrollment, if this is the student's first time in a California public school, through the administration of a Home Language Survey. This survey is part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child is classified as having a primary home language other than English.

All students who indicate that their home language is other than English will be assessed within thirty days of initial enrollment and at least annually thereafter each spring until re-designated as fluent English proficient. Assessment will be conducted utilizing the English Language Proficiency Assessment for California (ELPAC). The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been assessed for English Language proficiency. All other students who have indicated a home language other than English will continue with annual assessment for English Language proficiency based upon the date last tested at the prior school of enrollment. OP will notify families of the school's responsibility to conduct an annual assessment for English Language proficiency.

Upon receipt of initial scores, students are designated as either Initially Fluent English Proficient (I-FEP) or English Learner (EL) using the guidelines in **Figure A.123** based on the initial ELPAC as the tool for assessment for English Language proficiency. Should the State of California adjust its recommendations for initial classification of EL and I-FEP, the charter school will adopt the state recommendations and this change will not be considered a material change of the charter.

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Figure A.123 Designation Criteria

Overall ELPAC Proficiency Level
is level 1 through 3

Overall ELPAC Proficiency Level
is at or above
the threshold between level 3 and 4

All Parents of EL students who are administered the annual ELPAC will receive official notification within thirty (30) calendar days, informing them of OP's responsibility for ELPAC testing and of their child's:

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

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. The School translates materials as needed to ensure that parents of ELs understand all communications and are involved in all processes related to the English language development of their child. Parents are advised to contact the school if they need additional information.

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

Please see **Appendix 3 - Student Supports** for sample letters regarding Notification and Classification that are sent to families.

Ongoing Assessment, Monitoring, And Redesignation Criteria

OP will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners will take the assessment for English Language proficiency annually to determine growth in English Language proficiency until they are reclassified. A combination of annual assessment for English Language proficiency scores; teacher and staff input and evaluation; parental opinion and consultation; and a comparison of pupil performance in basic skills as compared

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to English proficient students are used to determine eligibility for reclassification of students, as detailed in **Figure A.123**. This will include use of the Observation Protocol for Teachers of English Learners (OPTEL) for Criterion 2 and 3, following completion of field testing in 2020. Should the State of California change its tools and/or recommendations for reclassification, OP will adopt the state tools and/or recommendations and this change will not be considered a material change of the charter.

Figure A.123 Reclassification Criteria

Assessment of language proficiency, including but not limited to performance on the English Language Proficiency Assessment of California (ELPAC).	Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery and use of the Observation Protocol for Teachers of English Learners (OPTEL).	Parental opinion and consultation, including, but not limited to, a review of the pupil's curriculum mastery and use of the Observation Protocol for Teachers of English Learners (OPTEL).	Analysis of basic skills mastery to determine if the student is sufficiently proficient to participate effectively in the curriculum without EL supports and scaffolds (e.g., FastBridge).
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Aligned to California Guidelines for Reclassification, available at: <https://www.cde.ca.gov/sp/el/rd/>

Please see **Appendix 3 - Student Supports** for sample letters regarding Notification and Classification that are sent to families.

Strategies for English Language Learners

All students, including English Language Learners (ELLs), will be held to high academic and non-academic standards and will be supported such that they can access and flourish in our rigorous academic program. OP has adopted the new California ELD Standards, which focus on English Learners interacting in meaningful ways with the content as well as learning about how English works. Anchored in these standards and framework, OP utilizes a combination of Integrated ELD in an inclusion setting and Designated ELD in homogenous groupings by language level. Teachers are involved in program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures.

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OP emphasizes the following core tenants in implementation of practices to serve English Learners:

- EL students need multiple opportunities for structured, oral English-language practice about academic topics and text
- EL students need increased opportunities to develop English vocabulary
- EL students' prior knowledge and background (content) knowledge must be activated to support learning
- Formative assessments are essential for monitoring progress, strengths, and weaknesses and for guiding instruction
- Teachers require professional development and support in using curriculum materials effectively to support ELD
- Supporting ELD includes providing students with access to core curriculum, explicitly teaching them vocabulary and the forms and functions of language, and including both content and language objectives for instructional planning and teaching

OP uses and will continue to strengthen its use of effective, research-based instructional strategies to support our EL students by providing Integrated ELD and Designated ELD.

Integrated ELD

OP will use research-based methodologies and instructional practices to provide Integrated ELD in a Sheltered English Immersion Program to support ELLs in language and content acquisition. The Department of Education recommends that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills. OP's program is in alignment with this recommendation, utilizing student-centered learning to engage students in content discovery and rich inquiry that in turn becomes an impetus for language usage.⁶⁴

Teachers utilize a research-based set of strategies to provide English Learners with access to the core content and the experiences necessary to develop proficiency in all English language domains: listening, speaking, reading and writing. These strategies frontload the content vocabulary and sentence structures students will need to explore content, express their learning, complete projects, have debates, and otherwise think critically about their learning.

Utilizing these, students develop academic English through classroom structures that require them to practice their language. Strategies are utilized from both Guided Language Acquisition Design (GLAD) and Susana Dutros' EL Achieve Constructing Meaning.

⁶⁴ Closing the Gap Early: Implementing a Literacy Intervention for At-Risk Kindergartners in Urban Schools," Colleen MacDonald, Lauren Figueredo. *The Reading Teacher*, Volume 63, Issue 5, pages 404-419, February 2010.

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EL Achieve, Constructing Meaning

Constructing Meaning provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to provide this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to:

- Understand the role language plays in content learning
- Decide what language knowledge students need to access content and express understanding
- Provide appropriate, explicit oral and written language instruction and practice

Sheltered Immersion instruction at OP, utilizing the Understanding Meaning framework, will be defined by the following research-based characteristics, as summarized by EL Achieve:

- Promotes learning goals that include both content and language objectives.
- Uses a functional language approach organized around the critical tasks and text structures needed to engage in rigorous, grade-appropriate, content-area coursework.
- Focuses on high-leverage academic language that is applicable across content areas.
- Provides an organized method of content and language instruction that divides a lesson or unit into discrete, measurable skills, tasks, or objectives and prepares students for successful completion of a larger, more complex outcome or expectation.
- Is explicitly taught and emphasizes oral and written language skills to ensure that students develop the analytical language and processes necessary for college-ready work.⁶⁵

Project GLAD

Project GLAD® is owned and operated by the Orange County Department of Education which is the National Training Center for Project GLAD®. Project GLAD® has been recognized as a model reform program by CDE, identified as a training model for multiple Achieving Schools and Distinguished School award winners, recommended as a K-8 project by the California State Superintendent of Schools for teachers of English learners and highlighted as a “Best Practices” program for Title III professional development by CDE.

Guided Language Acquisition Design (GLAD) strategies are a key vehicle used within instruction to support our EL population. These strategies include:

1. Holding high expectations and standards for all EL students and providing authentic opportunities for use of academic language

⁶⁵ More information available at: http://www.elachieve.org/images/pdf/elachieve_about_sec_cm.pdf

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2. Utilizing and integrating metacognitive strategies such as activating prior knowledge, charting, clustering, graphic organizers, “think a-louds”/chalk-talks
3. Utilizing and integrating second language acquisition methods such as including a student set purpose for learning, inclusion of cooperative activities and problem solving, and use of flexible grouping
4. Emphasizing reading and writing to, with, and by students such as conferencing and maintaining a language functional environment
5. Providing active participation in all components of a curricular unit
6. Fostering respect, identify, and voice
7. A use of on-going assessment and evaluation to provide reflection on what has been learned, how it was learned, and what will be done with the information.

In addition to providing a theoretical framework for teachers, GLAD provides concrete strategies that can be integrated into any content area. As such, the framework is highly flexible. Strategies include but are not limited to Cognitive Content Dictionaries, Pictorial Input Charts, Chants, Cooperative Strip Paragraphs, and Content Grids.⁶⁶

Designated English Language Development

In addition to the English language development supports and strategies in the immersion classroom, every English language learner will also receive Designated ELD tailored to their proficiency level on a daily basis. In contrast to Integrated ELD in the immersion program, Designated ELD is driven by students’ assessed English proficiency levels. The goal is to move students from one proficiency level to the next. OP leverages EL Achieve professional development and instructional materials in the implementation of its Designated ELD program.⁶⁷

Designated ELD builds a solid foundation in English by teaching language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

Designated ELD challenges students to explore language in compelling and playful ways, continually growing their ability to use English flexibly, fluently, and accurately - to have agency over their own language use. Ultimately, the goal of Designated ELD is for English to be a bridge to academic success rather than a barrier.

Designated ELD instruction at OP is defined by the following research-based characteristics,

⁶⁶ More information available at: <http://www.ahisd.net/common/pages/UserFile.aspx?fileid=5074816>

⁶⁷ More information available at: <http://www.elachieve.org/teachers/8-teachers/70-aboutyseld-2.html>

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as summarized by EL Achieve:

- Places language learning and exploration squarely in the foreground.
- Groups students by assessed proficiency level as determined by multiple sources, such as state language assessments, analysis of writing samples for vocabulary and grammatical knowledge (using the ELD Matrix of Linguistic Knowledge or language-focused writing rubric), the Express Placement Assessment, and recorded observations of oral production.
- Uses a functional language approach organized around essential purposes for communication. Language tasks are highly applicable to real world and academic interactions that students must adroitly navigate. Instruction draws students' attention to a variety of aspects of English (e.g., rhythm and cadence, pronunciation, colloquial expressions, formal and informal registers).
- Provides an organized method of language instruction to prevent gaps and fill existing gaps in language knowledge that can hinder students' achievement of full English proficiency.
- Follows a developmental scope and sequence of language skills identified in ELD standards and the Systematic ELD handbook.
- Is explicitly taught and emphasizes oral language development through structured, purposeful interaction, with substantive written practice to ensure students develop in-depth understanding of how English works and acquire fluency and an accurate command of all modes of communication.

Teacher Qualifications and Professional Development

All core teachers at OP will be highly qualified under No Child Left Behind (NCLB). In addition, OP requires all teachers to be authorized to serve English Language Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification. In addition, OP will recruit teachers who:

- Have demonstrated successful experience working with English Language Learners
- Hold a Bi-lingual Cross-cultural, Language and Academic Development (BCLAD)
- Speak Spanish, which is anticipated to be the dominant home language of many of our students

An additional stipend will be added to the base salary for each of these above criteria as an incentive to assist in our recruiting efforts. OP teachers will be supported in their on-going growth and professional development in serving EL students through professional development training and other resources to support the use of best practices to support the academic acceleration of our English Learner population.

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Program Assessment

The evaluation for the program effectiveness for ELs at OP will include:

- Evaluation of performance on internal benchmarks and state assessments, disaggregated for ELs by language proficiency level and years in program to determine adequate yearly progress. These may include, but are not limited to, the following:
 - EL students are making strong academic progress as measured by school-based assessments
 - EL students are classified as proficient in English in five to seven years, or less
 - EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
 - EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

If students are not making sufficient academic progress as indicated through ELPAC results and the above data, OP will modify the EL program as needed.

ELAC

For as long as there are more than 21 ELLs in attendance, OP will have an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the Principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance

Please See **Appendix 5 - Family Engagement** for the 2019-20 ELAC Meeting Schedule and an example of an ELAC Meeting Agenda.

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Element B: Measurable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. California Education Code Section 47605 (b)(5)(B)

Overview

Measurable student outcomes are a way to determine the extent to which all students and subgroups of students have attained the skills, knowledge, attitudes, and dispositions - academic, social-emotional, and behavioral - outlined in our educational program. The following student outcomes are explicitly aligned with the CCSS, NGSS, CSS, and ELDS, our definition of what it means to be educated in the 21st century, and our vision for how learning best occurs. We believe that attainment of the following student outcomes will prepare our students to not only be college ready but to be positive leaders and contributors in their families, communities and society.

Charter School Outcomes that Align with State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), **Figure B.1** below describes OnePurpose School's outcomes that align with the eight state priorities and OnePurpose's goals and actions to achieve the state priorities, as identified in Element A of the charter. The Charter School shall comply with all applicable laws and regulations related to the Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF), as they may be amended from time to time, including all requirements pertaining to pupil outcomes for students overall and for all numerically significant subgroups.

OnePurpose Goals

OnePurpose School has identified five core goal areas that drive its work on continuous improvement:

- **Rigorous, Engaging, Standards-aligned Curriculum**
OP believes that all students can learn at high levels and that authentic engagement,

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high expectations, and academic rigor are the key curricular drivers for student learning. Toward that end, we work to ensure:

- The research-based and reputable curricular programs provide a course of study that fully prepares students for success in college and career, through careful alignment with the CCSS, NGSS, CSS, and ELDS and integration of CARES Traits across all classrooms and settings.
 - Effective and efficient use of data drives the curriculum. Data analysis informs the use of scaffolds, supports, and extensions to ensure full access and mastery of the curriculum for our students overall as well as in each of our subgroups, including our ELs and students with special needs.
 - Students develop mastery of standards across subject areas on internal and external measures, as well as in English proficiency.
- **Professional Learning Community**
OP believes exceptional teaching results in exceptional learning. The adults in our community are responsible for our students' success. Toward that end, we work to ensure:
 - OP hires and retains a highly qualified faculty, with the skills and passion necessary to support our students in meeting our mission.
 - OP supports each teacher as an individual, to develop and accelerate his or her craft in service of our students.
- **Strong and Welcoming School Culture and Climate**
OP believes that a culture dedicated to community, diversity, rigor in all its forms, joy, grit, and a growth mindset is essential to student success. Toward that end, we work to ensure:
 - The OP campus is warm and welcoming in its physical appearance and, more importantly, in the interactions that take place within it.
 - OP students and families feel welcome in the school, see their culture respected and reflected in the curriculum, and develop a shared ownership of our community.
 - OP students develop the personal qualities necessary to go to and graduate from college, including grit, resiliency, and respect for diversity.
 - OP students, families, and staff share a belief and commitment that as citizens of the world, we all have a responsibility to make the world a better place together.
- **Engaged Families**
OP believes families are our students' first teachers. We believe collaboration among stakeholders - especially families - is the only way to achieve our shared goals. Toward that end, we work to ensure:

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- OP engages with families to build agency, supporting them in understanding: what their students need to know and be able to do, class goals, and ways they can support their child in reaching these goals.
- OP families view themselves as an integral part of the school's work and success and, consequently, take leadership roles at the school.
- OP families hold a high level of satisfaction with OP.
- **Strong Organization**
OP believes it is the responsibility of the school leadership and Board of Directors to ensure that the organization maintains strong governance, financial standing, and oversight of the academic, social-emotional, and behavioral program. This ensures the school's long term sustainability, providing the educational resources, learning opportunities, and services that our community so deeply deserves.

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

Student Subgroups

In accordance with Education Code Section 47605(b)(5)(B), the Charter School's pupil outcomes are set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the Charter School, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607.

As detailed in **Element A**, these subgroups include: African American (54%), Latino (40%), Low-income (90%), English Learners (30%), and Students with Special Needs (15%). The Charter School is intentionally diverse in its design and has designed the school program to specifically serve these populations of students - leveraging their assets and addressing their needs. This includes leveraging culturally responsive practices, celebrating the schools

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diverse community, and providing differentiated and scaffolded instruction for all students in alignment with their academic, social-emotional, and behavioral needs.

The Charter School holds the same bar for students overall as it does for students within each numerically significant subgroup. As such:

- “Overall and for all numerically significant subgroups” specifically means that the goal is held for students overall and for each subgroup as detailed above.
- In the case where a goal is specific to a subgroup, as is the case in developing English fluency for English Learners, only the specific subgroup is listed.

The fact that the Charter School holds the same goal for its subgroups as it does for the overall student population should in no way be interpreted as not having goals for each subgroup.

Measurable Pupil Outcomes

OnePurpose School engages stakeholders - staff, families, students, and the Board - in the strategic planning process. This process provides the foundation for the LCAP and LCAP Federal Addendum, to ensure a unified approach to serving students across programs including Title I, Part A and Title II Part A.

The Strategic Planning process includes analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals, then adjusting goals, actions and expenditures to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to leverage strengths and address gaps.

In setting goals for student achievement, OnePurpose has taken into consideration the California Dashboard/Accountability System and its desire to see ever improving results for students. In cases where the Charter School is meeting or exceeding the standard for a particular measure, goals are set that maintain that level of accomplishment. In areas where the Charter School is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state’s five by five grids.

Please see **Appendix 1 - Theory of Action** for the most recent OnePurpose LCAP, as well as an Executive Summary providing a summary of Goals, Actions, and Measures. Please see **Figure B.1** for OnePurpose School’s Measurable Pupil Outcomes.

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Figure B.1 Goals, Outcomes, Actions, and Alignment to State Priorities

Goal & Alignment

Rigorous, Engaging, Standards-aligned Curriculum

OP believes that all students can learn at high levels and that authentic engagement, high expectations, and academic rigor are the key curricular drivers for student learning. Toward that end, we work to ensure:

- The research-based and reputable curriculum provides a course of study that fully prepares students for success in college and career, through careful alignment with the CCSS, NGSS, CSS, and ELDS and integration of CARES Traits across all classrooms and settings.
- Effective and efficient use of data drives the curriculum. Data analysis informs the use of scaffolds, supports, and extensions to ensure full access and mastery of the curriculum for our students overall as well as in each of our subgroups, including our ELs and students with special needs.
- Students develop mastery of standards across subject areas on internal and external measures, as well as in English proficiency.

Outcomes

Percent of students who are high growth or high achieving in ELA, as measured by NWEA MAP assessment data, will be **70% or will increase at an annual average of 10% of the distance from goal**, over the course of the charter term, for the overall population and each numerically significant subgroup.

Percent of students who are high growth or high achieving in Math, as measured by NWEA MAP assessment data, will be **70% or will increase at an annual average of 10% of the distance from goal**, over the course of the charter term, for the overall population and each numerically significant subgroup.

Percent of students who increase their reading level by more than one grade level or are reading at grade level, as measured by the school's developmental reading assessment, will be **70% or will increase at an annual average of 10% of the distance from goal**, over the course of the charter term, for the overall population and each numerically significant subgroup.

Student proficiency in ELA as measured by the SBAC will either be **Met** on the California School Dashboard or the Distance From Met (DFM) over the course of the charter term, for the overall population and each numerically significant subgroup, will **decrease** using the following criteria:

- DFM < -90 to -50, then annual target = increase of 15 points
- DFM = -49 to -20, then annual target = increase of 10 points
- DFM = -19 to Met, then annual target = increase of 3 points

Student proficiency in Math as measured by the SBAC will either be **Met** on the California School Dashboard or the Distance From Met (DFM) over the course of the

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State Priorities

This work is aligned to:

1. Quality Teachers, Curriculum, and Facilities
2. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups
4. Student Achievement
7. Course Access and Enrollment
8. Pupil Outcomes

charter term, for the overall population and each numerically significant subgroup, will **decrease** using the following criteria:

- DFM < -115 to -70, then annual target = increase of 20 points
- DFM = -69 to -40, then annual target = increase of 15 points
- DFM = -39 to -28, then annual target = increase of 5 points
- DFM = -27 to Met, then annual target = increase of 3 points

Student proficiency in Science as measured by the CAST will either be **Met on the California School Dashboard or the Distance From Met (DFM) will decrease at an annual average of 3 or more scale points** over the course of the charter term, for the overall population and each numerically significant subgroup.

The percent of English Learners making annual progress toward English fluency will either be **at or above 75% or increase at an average annual rate of 1.5%** over the course of the charter term, as measured by the English Language Proficiency Assessments for California (ELPAC) and California Schools Dashboard.

The average rating by staff of Learning and Assessment, as measured by Domain 6 of the SCAI, will either be **at or above 3.5 or increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by families of Learning and Assessment, as measured by Domain 6 of the SCAI, will either be **at or above 3.5 or increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by students of Learning and Assessment, as measured by Domain 6 of the SCAI, will either be **at or above 3.5 or increase at an annual average of 20% of the distance from goal** over the course of the charter term.

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Actions

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

- 1a. Academic program will include English, mathematics, science and engineering, social science, visual and performing arts, physical education and health, and English language development.
- 1b. The Leadership Team and Faculty will develop curriculum maps for each grade level and subject area in alignment with the CCSS, CSS, NGSS, and ELDS. These will be reviewed and adjusted annually.
- 1c. Unit plans for all subjects will identify key content and scaffolds necessary for ELs to both access and demonstrate knowledge of the content. Specific goals and strategies will be included to support this acquisition and mastery.
- 1d. Faculty will have professional development before, during, and after the school year, which include dedicated days for understanding and implementing the CCSS, CSS, NGSS, and ELDS; deepening knowledge on language acquisition; developing instructional strategies for supporting ELs and other subgroups of students; analyzing results from assessments and using data to inform future instruction; and developing action plans for supporting struggling students and subgroups.
- 1e. Professional Development in English Language Development will occur on an ongoing basis for school administration and staff, to ensure alignment to standards and implementation of strategies to support all ELs in accessing and mastering content.
- 1f. Baseline, formative, and summative assessments will be used in alignment with CCSS, CSS, NGSS, and ELDS standards to monitor student progress toward proficiency.
- 1g. Coordination of Services Team will monitor students and student subgroups to identify those not making adequate progress, then orchestrate and provide student and family supports as needed academically, socially, and emotionally.
- 1h. Differentiated academic, social, and emotional support will be provided to ensure all students are progressing at their optimal pace.

Goal & Alignment

Professional Learning Community
 OP believes exceptional teaching results in exceptional learning. The adults in our community are responsible for our students' success. Toward that end, we work to ensure:

Outcomes

The average rating by staff of Faculty Relationships, as measured by Domain 2 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by staff of Leadership and Decisions, as measured by Domain 4 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20%**

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- OP hires and retains a highly qualified faculty, with the skills and passion necessary to support our students in meeting our mission.
- OP supports each teacher as an individual, to develop and accelerate his or her craft in service of our students.

of the distance from goal over the course of the charter term.

The average rating by staff of Learning and Assessment, as measured by Domain 6 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The percent of staff retained on an annual basis will be **80%** or **increase at an annual average of 10% of the distance from goal** over the course of the charter term.

State Priorities

This work is aligned to:

1. Quality Teachers, Curriculum, and Facilities
2. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups
4. Student Achievement
7. Course Access and Enrollment
8. Pupil Outcomes

Actions

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

- 2a. All candidates will undergo a rigorous hiring process, which may include phone screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, credential check, and reference checks.
- 2b. As an equal opportunity employer, OP will strongly encourage and solicit applications from educators who reflect the diversity of our students and families.
- 2c. Faculty will have data-driven professional development before, during, and after the school year, to advance individual practice and institutional goals.
- 2d. All staff will have a Professional Development Plan (PDP) identifying specific goals they are working on to advance their practice.
- 2e. Faculty will be observed and coached bi-weekly, to advance individual practice and institutional goals.

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- 2f. The Leadership Team will research and adopt the most up-to-date curriculum, aligned with the CCSS, CSS, NGSS, and ELDS.
- 2g. Faculty will complete an annual assessment of curricular scope and sequence, including materials, making adjustments as needed to ensure continued innovation and alignment with the CCSS, CSS, NGSS, and ELDS.
- 2h. The Leadership Team will administer an annual survey of students, families, and staff that investigates quality of teachers, program, and facility.
- 2i. Faculty and the Leadership Team will work collaboratively to analyze a wide variety of data, including formal indicators and surveys as well as observations from classroom and facility walk-throughs, to inform the development of new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes.

Goal & Alignment

Strong and Welcoming School Culture and Climate

OP believes that a culture dedicated to community, diversity, rigor in all its forms, joy, grit, and a growth mindset is essential to student success. Toward that end, we work to ensure:

- The OP campus is warm and welcoming in its physical appearance and, more importantly, in the interactions that take place within it.
- OP students and families feel welcome in the school, see their culture respected and reflected in the curriculum, and develop a shared ownership of our community.
- OP students develop the personal qualities necessary to go to and graduate from college, including grit,

Outcomes

The average student attendance rate as measured by P2-ADA will either be **at or above 95%** or **increase at an annual average rate of 0.25%** over the course of the charter term, overall and for each numerically significant subgroup.

The chronic absenteeism rate as measured by attendance audit will either be **at or below 10%** or at an annual average rate over the course of the charter term, overall and for each numerically significant subgroup, decrease using the following criteria.

- If > 25.9%, then annual target = 20%
- If 20% to 25.9%, then annual target is a 3% reduction.
- If 13% to 19.9%, then annual target is a 2% reduction
- If 10% to 12.9%, then annual target is a 1% reduction

The suspension rate as measured by discipline audit will either be **at or below 3%** or at an annual average rate over the course of the charter term, overall and for each numerically significant subgroup, decrease using the following criteria.

- If > 9%, then annual target is a 1% reduction
- If 6% to 8.9%, then annual target is a 0.5% reduction
- If 3% to 6%, then annual target is a 0.3% reduction

The expulsion rate as measured by discipline audit will either be **at or below 1%** or **decrease at an annual**

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resiliency, and respect for diversity.

- OP students, families, and staff share a belief and commitment that as citizens of the world, we all have a responsibility to make the world a better place together.

State Priorities

This work is aligned to:

1. Quality Teachers, Curriculum, and Facilities
3. Family Engagement
5. School Culture
6. Student Engagement

average rate of 0.5% over the course of the charter term.

The average rating by staff of Physical Appearance, as measured by Domain 1 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by families of Physical Appearance, as measured by Domain 1 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by students of Physical Appearance, as measured by Domain 1 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by staff of Student Interactions, as measured by Domain 3 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by families of Student Interactions, as measured by Domain 3 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by students of Student Interactions, as measured by Domain 3 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by staff of Attitude and Culture, as measured by Domain 7 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

The average rating by families of Attitude and Culture, as measured by Domain 7 of the SCAI, will

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either be at or above 3.5 or increase at an annual average of 20% of the distance from goal over the course of the charter term.

The average rating by students of Attitude and Culture, as measured by Domain 7 of the SCAI, will either be at or above 3.5 or increase at an annual average of 20% of the distance from goal over the course of the charter term.

Actions

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

- 3a. Development of annual action plan, based on analysis of surveys.
- 3b. Extensive community- building within the classroom via morning meeting and closing circles.
- 3c. Deliberate community events to foster relationship across grades and between students, families, and staff.
- 3d. Implementation of social-emotional curriculum to support student learning and growth, that includes deliberate teaching of personal qualities across grade levels and subject areas.
- 3e. Personal goal-setting in triannual family, student, teacher conferences.
- 3f. Student Attendance Review Board that monitors students at risk of truancy and provides student and family interventions as needed.
- 3g. Administration of climate survey with students, families, and staff.

Goal & Alignment

Engaged Families

OP believes families are our students' first teachers. We believe collaboration among stakeholders - especially families - is the only way to achieve our shared goals. Toward that end, we work to ensure:

- OP engages with families to build agency, supporting them in understanding: what their students need to know and be able to do,

Outcomes

The percent of families who attend Family-Teacher conferences, as measured by attendance audit, will be **80% or will increase at an annual average of 10% of the distance from goal** over the course of the charter term.

The percent of families who attend one or more Family Event, as measured by attendance audit, will be **80% or will increase at an annual average of 10% of the distance from goal** over the course of the charter term.

The percent of families who complete the SCAI, as measured by completion audit, will be **80% or will increase at an annual average of 10% of the**

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class goals, and ways they can support their child in reaching these goals.

- OP families view themselves as an integral part of the school's work and success and, consequently, take leadership roles at the school.
- OP families hold a high level of satisfaction with OP.

distance from goal over the course of the charter term.

The average rating by families of Community Relations, as measured by Domain 8 of the SCAI, will either be **at or above 3.5** or **increase at an annual average of 20% of the distance from goal** over the course of the charter term.

State Priorities

This work is aligned to:

3. Family Engagement
4. Student Achievement
5. School Culture

Actions

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

- 4a. Triannual Family-Teacher conferences with families, students, and the teacher will be held to discuss grade level proficiencies, class goals, and specific materials and strategies families can use at home to support their child in reaching these goals. Within these meetings, families will be supported in identifying their child's strengths and areas of challenge, setting goals for advancing learning, and identifying specific strategies each team member can employ for supporting attainment of those goals.
- 4b. Biannual expositions of student work will be held to make learning transparent and highlight key evidence of student mastery.
- 4c. Family learning events will be organized on a monthly basis, to develop family understanding of the school program and performance in order to facilitate families keeping the school accountable for meeting these outcomes.
- 4d. Continue development and support for the OP Parent Group to support Family Leadership.
- 4e. Coffee hours will be held on a monthly basis in which families can give feedback to the school Leadership Team.
- 4f. Annual community survey will be administered to gather feedback.

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- 4g. Family workshops will be offered on a bi-monthly basis to support parents and families in identified areas of need, such as financial planning, local support services, etc.

Goal & Alignment

Strong Organization

OP believes it is the responsibility of the school leadership and Board of Directors to ensure that the organization maintains strong governance, financial standing, and oversight of the academic, social-emotional, and behavioral program. This ensures the school's long term sustainability, providing the educational resources, learning opportunities, and services that our community so deeply deserves.

State Priorities

This work is aligned to:

1. Quality Teachers, Curriculum, and Facilities

Outcomes

Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.

Facilities will be rated as **Good** or better, as measured by FIT assessment.

Actions

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

- 5a. OP will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.
- 5b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.
- 5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.
- 5d. Maintain depreciating capital as necessary to support strong school operations.

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- 5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

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Element C: Methods of Assessment

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. Education Code Section 47605(b)(5)(C).

Introduction

A comprehensive assessment practice is a critical feature in the OnePurpose School (“OnePurpose” or “OP” or the “Charter School”) design, providing students, teachers, and families with essential data. As a TK-5 program, data is used to track each student’s progress along multiple academic and personal development dimensions from age 4 to 11. In turn, this knowledge enables all stakeholders - student, family, and faculty - to work together in leveraging areas of strength and addressing areas for growth in order to maximize student development. The end result is mastery of the core competencies outlined in **Elements A and B**, which in turn will prepare our students to attend and graduate from college - our one purpose.

Assessment tools used at OnePurpose School will be in full alignment with the pupil outcomes and curriculum outlined in **Elements A and B**. Assessment will take place in all grades and across subjects, as well as in the area of personal development. Our students will need both the academic and personal qualities critical for college success, as outlined in **Elements A and B** to achieve our mission. Grades 3 through 5 will use the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California. Coherent assessments that build toward the knowledge and skills assessed by SBAC will be used in TK-2, grades where the SBAC is not given. OnePurpose is invested in and committed to using this assessment system, which we believe will provide the best way of measuring our implementation of the CCSS providing both reinforcement and accountability for our program.

OP’s assessment practice purposefully includes a wide array of measures to ensure that there are assessments appropriate to the multiple grade levels, subject matters, skills, knowledge, and/or personal qualities being assessed. Baseline and summative assessments will be used at the beginning and end of each year to assess entry levels of student mastery and students’ yearly growth in this mastery, providing both criterion-based and growth-based data on student learning. Throughout the year, student work samples will be used to gather evidence of student mastery, including individual projects and products. This evidence will be compiled in portfolios, organized around the learning standards for that grade and its subject areas. In addition, ongoing formative assessments will be used to track

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student mastery and growth. The assessments will include both traditional pencil and paper assessments, as well as performance assessments. Finally, OnePurpose School will meet all statewide standards and administer all state assessments and/or other standardized tests, as required by Education Code 47605(c)(1). These assessment tools as a whole will provide OP with the ongoing, objective, and detailed information it needs to determine whether students are making satisfactory progress toward goals and to make adjustments as needed in order to accelerate progress.

Please see **Appendix 2 - Curriculum, Instruction, and Assessment** for the annual Assessment Calendar.

Forms of Assessments

State Assessment Measures

As mandated by Education Code 47605c(2), OnePurpose will annually administer and/or report each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all applicable students:

- Smarter Balanced Assessment Consortium (SBAC), or California Alternative Assessment (CAA) as appropriate
- Interim Assessment Blocks (IABs) from SBAC
- English Language Proficiency Assessment Continuum (ELPAC)
- California Science Test (CAST), or CAA as appropriate
- Physical Fitness Test (PFT)
- Attendance and Discipline Data
- Universal Dyslexia Screener

OnePurpose will adjust this list as changes are made at the state and federal level, to ensure continued compliance with State Accountability as set forth in California Education Code and Federal Accountability as authorized in Elementary and Secondary Education Act (ESEA) or future authorized statute., Asand this will be to comply with state and federal mandates, a change to meet compliance shall not be considered a material revision of the charter.

If OnePurpose does not administer tests with the Authorizer, OnePurpose hereby grants authority to the State of California to provide a copy of all test results directly to the Authorizer as well as OP. Test results for the prior year, if not provided directly to the Authorizer by the State, will be provided by OnePurpose to the Authorizer no later than 30 days after receipt of said results.

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Internal Assessment Measures

As the State Assessments are primarily summative assessments, or assessments “of” learning, OnePurpose complements the use of these tools with a variety of formative assessments, or assessments “for” learning. These tools assess student development across academic, social-emotional, and behavioral indicators, and currently include the following:

- Normed Benchmark Assessments in ELA and Mathematics
- Developmental Reading Assessment & Running Records
- Writing Assessments
- Curriculum-embedded Performance Tasks and Assessments
- Ongoing Assessments and Checks for Understanding
- Social-emotional and Behavioral Data
- Report Cards
- Family-Teacher Conferences
- Student Work
- Exhibitions of Student Work
- Student, Family, and Staff Survey (e.g. School Climate Assessment Indicators)

Please see **Appendix 2 - Curriculum, Instruction, and Assessment** for the Annual Assessment Calendar and the scope and sequence of one sample assessment, the developmental reading inventory.

Normed Benchmark Assessments in ELA and Mathematics

OnePurpose utilizes normed, research-based benchmark assessments to measure student proficiency levels and growth in ELA and Mathematics. This currently is the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).

Core Phonics, Developmental Reading Assessment, and Running Records

OnePurpose utilizes the Core Phonics Survey as both an early elementary screener and intervention screener.

OnePurpose utilizes a developmental reading inventory (currently the Fountas and Pinnell Reading Assessment) to measure students’ independent and instructional reading levels three times per year - as a baseline and summative assessment, as discussed above, and as a mid-year checkpoint to evaluate student trajectory. In addition, teachers conduct monthly running records with each student to monitor development of reading.

Writing Assessments

OnePurpose utilizes a developmental writing assessment and rubric to measure students’ ability to write for a variety of purposes across 6 +1 Traits of writing and on a developmental continuum twice yearly. In addition, teachers conduct on demand writing assessments to

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provide ongoing data on student mastery of grade level standards, as well as growth-based progress.

Curriculum-embedded Performance Tasks and Assessments

The CCSS and NGSS both include conceptual shifts in how we think about student knowledge and mastery. In addition to raw content knowledge, students need to be able to make meaning of content and apply knowledge in unique settings utilizing specific skills and ways of thinking. In order to ensure we are measuring development of students' conceptual and thinking skills, the OnePurpose utilizes curriculum-embedded performance tasks to measure student mastery of both concepts and skills across the disciplines.

Ongoing Assessments and Checks for Understanding

The curriculum and instructional practice at OnePurpose leverage ongoing assessments and checks for understanding. This ongoing stream of data enables teachers to determine instructional needs and the types of supports students will require to meet or exceed learning targets for a daily lesson. They also guide curriculum design, including adjustment of pacing and instructional delivery as appropriate. Finally, they inform flexible student grouping, as well as focus for small group work and plan for differentiated instruction including both remediation and acceleration.

Social-emotional and Behavioral Data

As an integral part of the COST structure detailed in **Element A**, OnePurpose tracks data on students social-emotional and behavioral growth and needs. This includes the use of social-emotional screeners, as well as tracking engagement data such as time out of class and use of the wellness center.

Report Cards

OnePurpose has developed a Mastery-based Report Card aligned to the CCSS, NGSS, CSS, and ELDS. The report card also contains data on students development of CARES Traits, as well as attendance data and a narrative. The Report Card provides valuable data to families three times per year, to build transparency and connection between the school and home. Please see **Appendix 2 - Curriculum, Instruction, and Assessment** for samples of the Report Cards in English and Spanish.

Family-Teacher Conferences

Individual conferences are held with each family to review student work and assessment data. Areas of strength are identified and celebrated. Areas for growth are also identified, with specific goals and actions developed to support the student in accelerating development in those areas. Progress toward these goals is reviewed at each conference. Ultimately, these conferences become student-led to support student and family ownership of the analysis and goal-setting process. By setting clear goals, providing support at school,

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and providing materials from school that families can use at home, the families are given the agency and resources to be true partners in the work.

Student Work

OnePurpose students and teachers regularly examine student work against standards-based rubrics to evaluate student areas of strength and growth and adjust instruction and production accordingly to achieve mastery. This ongoing student work may include but is not limited to learning journals, reading and writing journals, projects and products, labs, experiments, reports, and essays. Students and teachers work together to regularly assess work and reflect on developing mastery. Student work is also used as a tool for making student learning visible to families and the community, used in both Family-School Conferences and Expositions of Student Work (detailed below).

Exhibitions of Student Work

Biannual Expositions of Student Work are utilized to feature the key projects and products of each semester. Students are able to share work and demonstrate application skills with their families during these expositions. The broader community is invited as well, in order to share both the progress and the best practices of the OnePurpose School curricular program.

Student, Family, and Staff Survey

An annual survey is administered with all families and staff, as well as students in Grade 3 and above. The survey instrument, the School Climate Assessment Instrument (SCAI) provides valuable feedback across eight domains of the program: Physical Appearance, Faculty Relationships, Student Interactions, Leadership and Decisions, Discipline, Learning and Assessment, Attitude and Culture, Community Relations, and Special Education. A score of 3.5 or higher on the SCAI has been correlated to higher levels of student academic achievement.

Assessment Continuum

As indicated in the introduction of **Element C**, our broad variety of assessments will be used across grade levels and subject areas. **Figure C.1** is provided below to visually capture the scope and sequence of these assessments.

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Figure C.1 Assessment Scope and Sequence

State Assessments

<p>Language Development Observation Protocol</p> <ul style="list-style-type: none"> • Measure student’s usage of the forms and functions of the English language • Provide data on student oral language development against the California ELDS, as well as growth-based progress • Examples: OPTEL⁶⁸, pre-IPT, IPT-1 	TK-5	<ul style="list-style-type: none"> • ELD • Across Subject Area Settings 	<ul style="list-style-type: none"> • Upon enrollment • Three times a year thereafter until exited 	<ul style="list-style-type: none"> • At grade level, or • Making adequate yearly progress toward language proficiency
<p>ELPAC</p> <ul style="list-style-type: none"> • Measure student’s mastery of grade level ELD standards, including listening, speaking, reading and writing • Provide criterion-referenced data on student mastery 	K-5	<ul style="list-style-type: none"> • ELD 	Annually until exited	<ul style="list-style-type: none"> • Early Advanced (4), or • Growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
<p>Smarter Balanced Assessment Continuum (SBAC)</p> <ul style="list-style-type: none"> • Measure student’s mastery of grade level ELA and Mathematics standards • Provide criterion-referenced data on student mastery of grade level standard 	3-5	<ul style="list-style-type: none"> • ELA • Math 	<ul style="list-style-type: none"> • Three times a year (Interims and Final Summative) 	<ul style="list-style-type: none"> • Proficient

⁶⁸ After completion of field testing in 2020.

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<p>California Science Test (CAST)</p> <ul style="list-style-type: none"> • Measure student’s mastery of grade level science standards • Provide criterion-referenced data on student mastery of grade level standard 	5	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Proficient
<p>Physical Fitness Test (PFT)</p> <ul style="list-style-type: none"> • Measure student’s physical fitness 	5	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Physically fit in at least 4 of 6 areas
<p>Attendance and discipline data</p> <ul style="list-style-type: none"> • Measure student’s development of CARES Traits, which are prerequisites for healthy and positive living • Provide data on time at school and time in class 	TK-5	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Demonstrate CARES Traits • 95% attendance • 10% or less chronic absence • 3% or less suspension • 0% expulsion
<p>Universal Dyslexia Screener</p> <ul style="list-style-type: none"> • Identify possible warning signs of dyslexia or other reading challenges 	TK-5	<ul style="list-style-type: none"> • ELA 	<ul style="list-style-type: none"> • Beginning of school year, then upon enrollment for new students 	<ul style="list-style-type: none"> • n/a
Internal Assessments				
<p>Benchmark Assessments in ELA and Math</p> <ul style="list-style-type: none"> • Provide beginning of year snapshot of student academic levels. • Monitor student growth over time in math and reading. • Example: NWEA MAP 	K-5	<ul style="list-style-type: none"> • ELA • Math 	<ul style="list-style-type: none"> • Upon enrollment • Three times a year thereafter 	<ul style="list-style-type: none"> • At grade level, or • Making greater than one year annual progress
<p>Developmental Reading Inventory</p> <ul style="list-style-type: none"> • Measure student’s ability to decode and comprehend text along a developmental continuum • Provide data on student reading level against grade level standard, as well as 	<p>K-5</p> <p>(TK if student is ready)</p>	<ul style="list-style-type: none"> • ELA • Across Subject Areas (Math, Science, Social Studies) 	<ul style="list-style-type: none"> • Upon enrollment • Three times a year thereafter 	<ul style="list-style-type: none"> • At grade level, or • Making greater than one year annual progress

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<p>Social-Emotional & Behavioral Data</p> <ul style="list-style-type: none"> • Monitor data on student social-emotional development, including social-emotional screeners, use of the Wellness Center, and time spent out of class • Adjust program and supports as needed to maximize student success 	TK-5	<ul style="list-style-type: none"> • CARES Traits 	Ongoing	<ul style="list-style-type: none"> • Wellness Center is used proactively • Time out of class is reduced
<p>Report Cards</p> <ul style="list-style-type: none"> • Report on student development of mastery in grade level standards, ELDS (as applicable), and CARES Traits • Report on attendance • Provide a narrative description of the child as a learner, including strengths and areas for growth 	TK-5	<ul style="list-style-type: none"> • ELD • ELA • Math • Science • Social Studies • Art • Physical Education • CARES Traits 	Triannually	<ul style="list-style-type: none"> • 70% of standards to date have evidence of developing mastery
<p>Family-Teacher Conferences</p> <ul style="list-style-type: none"> • Engage students and families in reflection on learning, developing agency over progress and growth • Build transparency of learning between the school and home 	TK-5	<ul style="list-style-type: none"> • ELD • ELA • Math • Science • Social Studies • Art • Physical Education • CARES Traits 	Triannually	<ul style="list-style-type: none"> • 80% of families attend
<p>Student Work and Portfolios</p> <ul style="list-style-type: none"> • Demonstrate student mastery of grade level standards • Provide evidence of student mastery in the form of authentic projects, products, and performance tasks 	TK-5	<ul style="list-style-type: none"> • ELD • ELA • Math • Science • Social Studies • Art • Physical Education • CARES Traits 	Ongoing	<ul style="list-style-type: none"> • 70% of standards to date have evidence of developing mastery

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<p>Expositions of Student Work</p> <ul style="list-style-type: none"> • Demonstrate student mastery of grade level standards • Provide evidence of student mastery in the form of authentic projects, products, and performance tasks 	TK-5	<ul style="list-style-type: none"> • ELD • ELA • Math • Science • Social Studies • Art • Physical Education • CARES Traits 	Twice a year	<ul style="list-style-type: none"> • Project, product, or performance task at mastery level displayed
<p>Survey</p> <ul style="list-style-type: none"> • Determine the degree to which families feel their child is safe, supported, respected, and engaged in their learning and the school community. • Determine the degree to which families feel welcomed, respected, and engaged in the school community. • Example: School Climate Assessment Indicators (SCAI) 	TK-5	<ul style="list-style-type: none"> • Student, Family, and Staff Satisfaction 	Annually	<ul style="list-style-type: none"> • 3.5 or higher

Data Management System

To support our data practice, OnePurpose School utilizes a state-approved Student Information System (SIS) to support its data practice, which is currently Illuminate.⁶⁹ We use this system to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency. As Illuminate is phasing out its SIS platform, OnePurpose is researching the rapidly changing offerings in this area and will adopt an alternate SIS in the next charter term, which shall not be considered a material revision of this charter.

Uses of Assessment

Student, Teacher, and School Use of Data

The goal of OnePurpose School’s assessment practice is to maximize progress toward goals for each student. Toward this end, we collect and analyze data in order to inform our instructional practices. We then disseminate data to both empower students, families, and

⁶⁹ More information available at: <https://www.illuminateed.com/products/illuminate-student-information/>

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our community, as well as to support them in holding us true to our one purpose - preparing students to attend and graduate from college. Together, teachers, families, students and community members work together to use data to improve our school, classroom, and student achievement level and corresponding approaches.

At the school level, we use data on a quarterly basis to:

- Identify areas of overall strength and the practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge, to evaluate action steps for remediation and requisite professional development
- Set school goals and achievement targets, as well as identify actions for achieving those goals. These form the basis of our LCAP and LCAP Federal Addendum.

At the classroom level, we use data on a monthly basis to:

- Identify areas of individual strengths and areas of challenge in a teacher's practice, to leverage strengths and support areas of weakness.
- Identify areas of content and skills for the whole class, which require acceleration or deceleration in the learning trajectory.
- Identify small groups who require further pushes or remediation, to support them in working within their Zone of Proximal Development (ZPD).

At the student level, we use data on a weekly basis to:

- Identify areas of individual strengths and areas of challenge in a student's learning, to leverage strengths and support areas of weakness.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see **Element A**).
- Inform the development of goals for each child, made in concert with families during the Family-Teacher Conferences

School and Family Use of Data - Reporting to Caretakers

OnePurpose strives to be in partnership with families, working together to maximize the learning trajectory of their children. Toward that end, a combination of formal and informal reporting take place to ensure families have open access to information and data on their child's development. Reports are user-friendly and provided in both English and Spanish. Informal reporting to families is ongoing through such methods as phone calls, texts, written notes, emails, and face-to-face conversations.

Formal reporting to families will include Report Cards, Assessment Results, Family-Teacher Conferences, and Expositions of Student Work as detailed in Figure C.2. In addition, parents

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have access to all internal assessments listed in **Figure C.1** upon request and at Family-Teacher conferences.

Figure C.2 Formal Reporting to Caretakers

Mailings & Information Sessions	<ul style="list-style-type: none"> • Share key assessment data with families as collected to ensure families have access to data on their children (i.e., FPRA, ELPAC, SBAC). • Provide information sessions to support families in understanding assessment results 	Ongoing
Standards-based Report Card	<ul style="list-style-type: none"> • Assessment Data • Attendance Data • Progress toward Subject Area Mastery • Progress toward CARES Traits • Narratives on Progress Toward Mastery, including Areas of Strength and Areas for Growth 	Three times a year
Family-Teacher Conference	<ul style="list-style-type: none"> • Review student work and measure progress toward mastery of standards • Share student performance and progress on internal and external assessments • Develop and revisit goals in subject areas and CARES Traits • Develop ownership of learning and goal-setting for both the student and family 	Three times a year
Expositions of Student Work	<ul style="list-style-type: none"> • Share student mastery of key projects and products from the semester • Make public classroom learning within the school, with families, and with the broader community • Develop ownership of learning and goal-setting for both the student and family 	Twice a year

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School, District, and State Use of Data Local Control Accountability Plan (LCAP)

The multiple forms of data collected will be used in whole by OnePurpose School to assess progress toward the goals outlined in **Element A** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2020, and each year thereafter, the OnePurpose School will produce a Local Control Accountability Plan (LCAP), which shall update the goals and annual actions to achieve the goals identified in **Element A** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. OnePurpose shall submit the LCAP to the Authorizer annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

The OnePurpose School will use our data each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, the Board, and the community at large.

California Longitudinal Pupil Achievement Data System (CALPADS)

The Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861.

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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 school to ensure parental involvement. California Education Code Section 47605(b)(5)(D).

Overview

The governance structure of OnePurpose School (“OP” or the “Charter School”) will have the following components:

- California Non-Profit Public Benefit Corporation
- Board of Directors
- Chief Executive Officer and/or Principal
- Parent Leadership Committee / School Site Council
- English Learner Advisory Committee

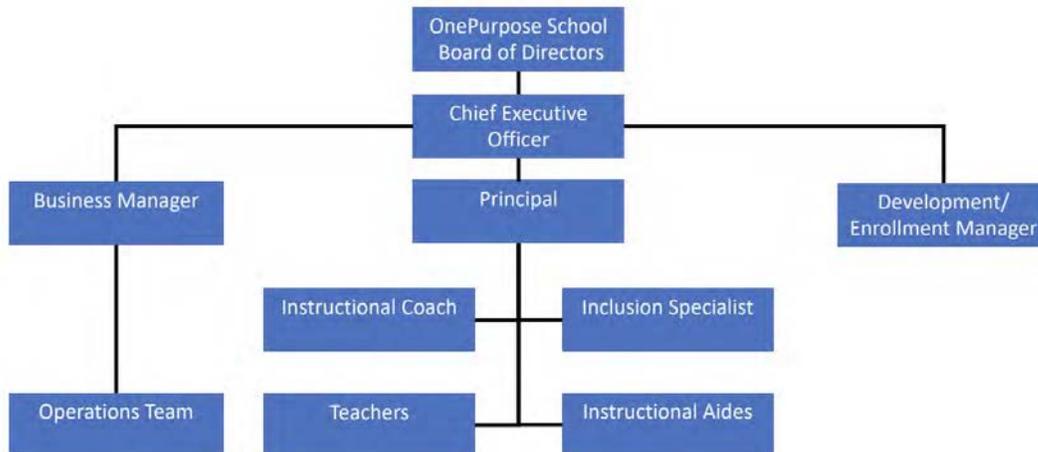
OP is a “start up” school in its fifth year of enrollment. As such, it has yet to reach full enrollment. OP will always have a Principal. A CEO will be added when enrollment allows, at an FTE consistent with financial capacity based on enrollment. Until such time as there is a CEO, the Principal shall take on the roles and responsibilities of the CEO as detailed below.

Board Members, School Administration, faculty, families, and students will be involved in the decision making process at the Charter School. The governance structure will be composed of the Board of Directors which will make corporate and policy-level decisions and work with the Chief Executive Officer (CEO) and/or Principal; the Parent Leadership Committee / School Site Council, which communicates the positions of the Charter School community directly to the CEO and/or Principal; and the English Learner Advisory Committee which communicates the positions of the parents directly to the CEO and/or Principal.

In addition, OP employees a variety of support positions to ensure effective operations and implementation of the program. An Organizational Chart detailing these positions is provided in **Figure D.1**.

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Figure D.1 OP Organizational Chart



Please See **Appendix 9 - Roles and Responsibilities** for detailed job descriptions of core positions.

California Non-Profit Public Benefit Corporation

In accordance with California Education Code Section 47604(a), OP shall be a directly funded independent charter school operated by OnePurpose School, Inc., a California non-profit public benefit corporation. The purpose of OP is to manage, operate, guide, direct and promote the charter school. The Charter School will be governed by the OP Board of Directors pursuant to its adopted corporate bylaws, which may be subsequently amended from time to time, but which shall remain consistent with this charter.

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

All duties herein applying to the Charter School shall ultimately rest with OP as its operating and governing nonprofit public benefit corporation.

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

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Board of Directors

OP will be governed by a nonprofit Board of Directors (“Board” or “Board of Directors”), a policy-making board that oversees the fundamental aspects of the Charter School.

Composition, Term, Selection, and Election

The OP Board of Directors shall consist of no less than three (3) and no more than twenty (20) directors. The composition of the OP Board of Directors shall include:

- At least one (1) parent/legal guardian of a student currently attending One Purpose School
- At least one (1) community member representing southeast San Francisco
- Representatives with expertise in education, technology, law, government, business, finance/accounting, fundraising, facilities, public relations, and other relevant disciplines.
- In accordance with Education Code Section 47604(b), the Authorizer may appoint a single representative to sit on the Board of Directors.

All directors shall be appointed by the Board, except for the Authorizer representative, if any. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Board terms are staggered to ensure continuity of leadership.

Figure D.2 provides current Board Member names, role, professional expertise, and term expiration.

Figure D.2 OP Board of Directors

Pamela Mann, JD Board Chair	Retired Lawyer	11/2019	2
Dave Atkin, MD Board Member	Orthopedic Surgeon SOMA Orthopedics	12/2020	1
Mark Atkinson Board Member	Chief Executive Officer Mursion	7/2020	3

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Governance Committee Chair

Melissa Barnes-Dholakia Board Member Programs Committee Chair	Executive Director MBD Partners	4/2020	3
Christy Covalesky Board Secretary	Wealth Manager Wetherby Asset Management	2/2020	2
Sue Davenport Board Member Finance Committee Chair	Retired Business Manager and Controller San Francisco University High School	6/2021	2
Peter Dworkin Board Member Audit Committee Chair	Retired Vice President, Corporate Communications Regeneron Pharmaceuticals	11/2019	2
Josh Elkes Board Member	Co-Founder and CEO Harbour	2/2020	2
Annie Ellicott Board Member	President LeapUP Marketing Solutions	6/2021	1
Robert Greene Board Member	Senior Consultant JONES	2/2020	2
Joi Jackson-Morgan Board Member	Executive Director 3rd Street Youth Center & Clinic	4/2020	2
Linda Mayne Board Member	Real Estate Broker Sotheby's International Realty	6/2020	2
Ingrid Mezquita Board Member	Executive Director San Francisco Office of Early Care and Education (OECE)	4/2020	1
Karen Rathman Board Member	Retired	2/2020	2
Scott Roberts Board Member	Vice President & Head of Business Development LinkedIn	6/2021	3
Glenda Romero Board Member Parent Representative	Maintenance San Francisco Giants	9/2021	1

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Diana Warren Board Member	Vice President of Operations Envision Schools	2/2021	1
David Zenoff Board Member	Retired Professor and Corporate Consultant	11/2019	2

A list of current Board Members, along with summaries of their professional experience, are included in the Executive Summary and in **Appendix 6 - Corporate Documents**. The CEO or designee will update the Authorizer on changes to the Board of Directors membership as part of the annual site visit process. The CEO or designee, will attend all Board Meetings and will be the conduit between the Board and the Charter School administration and community members.

The Board may have committees or advisory boards as may from time to time be designated by resolution of the Board of Directors, which collaborate with Charter School staff and community members around particular mission-critical initiatives. As detailed in the Corporate Bylaws, committees or advisory boards shall act in an advisory capacity only to the board unless otherwise designated by the Board of Directors to have the ability to exercise specifically delegated powers. Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of the Bylaws concerning meetings of the Board of Directors and in accordance with the Brown Act.

Professional Development

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflicts of Interest and the Brown Act. In addition, the Board of Directors will collaborate with the OP CEO and Principal and outside support organizations on an on-going basis to seek out and provide additional opportunities for training, reflection, and program assessment for Board Members. Additional topics may include academic achievement measures, school finance, facilities planning, administrative oversight, charter school law, and other trainings as needed or requested by Board Members.

Board Duties

The Board of Directors is fully responsible for the operation and fiscal affairs of OP including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Chief Executive Officer (“CEO”) and/or Principal
- Approve a Memorandum of Understanding (MOU) with the Authorizer and/or other contractual agreements

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- Approving Board bylaws, resolutions, and policies and procedures for Charter School operation
- Approve and monitor the implementation of general policies of OP's including effective human resource policies for career growth and compensation of the staff
- Monitor the fiscal solvency of the Charter School
- Approve and monitor OP's annual budget and budget revisions
- Act as a fiscal agent including but is not limited to the receipt of funds for the operation of OP in accordance with applicable laws and the receipt of grants and donations consistent with the mission of OP
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Monitor the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings
- Review requests for out-of-state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to Authorizer for consideration
- Participate in and approving Charter School programmatic audits, including annual independent fiscal audit, performance report, and Local Control and Accountability Plan (LCAP) Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions
- Increase public awareness of OP

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of OP any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate

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responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Board Members' Roles And Responsibilities

Board Chairperson

The Chairperson shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Board Secretary

The Board Secretary is responsible for keeping or causing to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each board member present for each action taken.

Board Meetings

The Board of Directors will meet regularly to review and act on its responsibilities. Meetings will be held at the principal office of the corporation unless the Board of Directors designates another location in accordance with its Corporate Bylaws. The Board of Directors may also designate that a meeting be held within the physical boundaries of San Francisco County. All meetings shall be called, held, and conducted in accordance with the Brown Act and the Corporate Bylaws, Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting, to encourage community and family attendance.
- Meetings will be open to the public and held at a place accessible to the public.
- Meeting agendas will include time for community input with regard to OP.

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However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board Chairperson will lead the meetings of the Board of Directors.

Chief Executive Officer

The Chief Executive Officer (“CEO”) articulates and ensures the organization’s fidelity to the goal of serving low-achieving students and propelling them to academic proficiency. The CEO does not manage the day-to-day operations of the school, but takes a primary role in creating the philosophy and strategies to achieve OP’s vision. The CEO shall report directly to the OP Board of Directors. The key elements of the work of the CEO are to:

1. Ensure OP achieves its mission
2. Hire, supervise, evaluate, discipline, and dismiss the Principal
3. Develop and communicate the overarching philosophy of the academic program, as well as major school culture and organizational development initiatives
4. Oversee school finances to ensure financial stability
5. Attend meetings with the Chief Financial Officer of the Authorizer on fiscal oversight issues as requested by the Authorizer
6. Design and implement fundraising initiatives to ensure OP’s long-term fiscal health and viability
7. Regularly update the Board, including reports on school progress and achievement, and financial reports
8. Provide a liaison between the Authorizer and the OP Board of Directors
9. Develop and administer OP’s budget in accordance with generally accepted accounting principles
10. Oversee the efficient and effective planning and implementation of back-office tasks for OP, including but not limited to budget development, financial reporting, audits, and fundraising
11. Contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services
12. Ensure that the Authorizer and the State of California receive all necessary and mandated reports and data
13. Negotiate Memoranda of Understanding and other contracts with the Authorizer and other community partners
14. Ensure all state and federal required reports are completed and filed

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Until such time as enrollment numbers are reached to allow for a CEO to be hired, the Principal will take on the roles and responsibilities of the CEO with support for the Board of Directors and its Committee Chairs.

Principal

The Principal is the instructional leader of OP. The Principal ensures the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. The Principal reports directly to the CEO. S/He is responsible for the orderly operation of the school and the supervision of all instruction-related employees in the school. The Principal communicates with the Board of Directors as needed.

The CEO assigns tasks to the Principal, the successful completion of which helps ensure OP achieves its mission and stated goals and objectives. These tasks may include but are not limited to the following:

1. Ensure high-quality implementation of academic, culture-building, and all other school programs
2. Supervise and evaluate teachers and staff
3. Participate in fundraising for OP
4. Develop and participate in professional development workshops
5. Serve or appoint a designee to serve on OP committees
6. Interview, hire, promote, discipline, and/or dismiss employees in consultation with the CEO
7. Ensure compliance with all applicable state and federal laws
8. Communicate with parents, help to recruit new families and students
9. Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the OP Board of Directors
10. Complete and submit required documents as requested or required by the CEO and the Authorizer
11. Maintain up-to-date financial records
12. Ensure appropriate evaluation techniques are used for both students and staff
13. Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
14. Promote OP in the community, promote positive public relations and interact effectively with media
15. Encourage and support teacher professional development
16. Attend District Administrative meetings upon request by the Authorizer
17. Provide all necessary financial reports as required for proper attendance reporting

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18. Develop the School annual performance report and the SARC
19. Manage student discipline and, as necessary, implement the suspension and expulsion process
20. Participate in IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the CEO to an administrative designee, business administrator of OP, other appropriate employee, or third-party provider.

Parent & Family Involvement in Governance

OnePurpose Parent Group

In addition to maintaining at least one parent representative on the Board of Directors, OP encourages parent involvement in the school through the development of the OnePurpose Parent Group (OPPG). The OPPG is made up of parents and guardians of OP students and teachers, whose primary role is to provide support regarding school activities, raise money, plan staff appreciation events, and provide feedback to the Board of Directors on issues of concern. The OPPG holds meetings throughout the year to inform parents and collect feedback regarding OP operations, educational services and programs, and the school's accountability to the community.

School Site Council (SSC)

School Site Council (SSC) is an advisory committee that works to support the mission of the Charter School. The membership of the SSC represents all major stakeholders in order to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission. The SSC serves in an advisory capacity to:

- Report and provide updates about various school programs from school staff and leadership communities
- Monitor various school programs: e.g., lunch program
- Review, provide input on, and track progress toward goals in the Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum
- Provide input on school calendar

English Language Advisory Committee

For as long as there are 21 or more English Language Learners in attendance, OP will form an English Language Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC. The ELAC serves in an advisory capacity to:

- Advise the Principal and staff on programs and services for English learners

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

The Charter School will meet all requirements for the composition, election, and training of the ELAC as set forth in California Ed Code 35147(c), 52176 (b), 52176(c), 62002.5, and 64001(a) and California Code of Regulations, Title 5, Section 11308(b), (c), and (d).

Please See **Appendix 5 - Family Engagement** for the 2019-20 SSC/ELAC Meeting Schedule and examples of SSC and ELAC Meeting Agendas.

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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).

Overview

All employees of OnePurpose School (“OP” or the “Charter School”) will show dedication to OP’s students and mission. Employees will be innovative with a passion for lifelong learning, and also coaches and facilitators of learning. They will be committed to developing the social, civic, character, and academic potential of each student in alignment with state standards. All staff members will possess experience and expertise appropriate for their position according to OP’s adopted personnel policies, and federal and state statutes applicable to OP.

Recruitment and Selection Process

OP provides equal employment opportunity for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance. OP does not discriminate against any applicant on the basis of his/her race, color, religion, sex (including pregnancy, childbirth or related medical conditions), national origin, ancestry, age, physical or mental disability, legally-protected medical condition, family care status, veteran status, marital status, sexual orientation, gender, gender identity, gender expression, or any other basis protected by federal, state, or local laws or prohibited by Education Code Section 220.

Selection and appointment of employees at OP will be the exclusive prerogative of OP. As such, the Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the CEO rest with the Board of Directors. Decisions relative to the selection, employment, and release of the school leadership employees rest with the CEO in consultation with the Board of Directors as needed, or with the Board of Directors until such time as there is a CEO. Decisions relative to the selection, employment, and release of all remaining employees rest with the Principal or the Director/Manager of the functional area, in consultation with the CEO and/or Board of Directors as needed.

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Recruitment

OP's recruitment plan involves:

- Publicizing job openings at local schools of education
- Posting job openings in online job forums
- Promoting job openings through social media
- Tabling at local teacher employment fairs
- One-on-one recruitment of master teachers both within and outside of the San Francisco Bay Area

In addition, OP actively supports the professional growth of staff serving in support positions in their development and acquisition of teaching credentials. This deliberate work develops a teacher pipeline for OP and supports the diversity of its educators.

Selection

OP seeks to hire and retain staff members who are both committed to the school mission and hold the experience and qualifications necessary to serve and be effective. To ensure the selection of the highest quality staff, OP implements the following selection process:

1. Request resumes and cover letters.
2. Review submitted materials in order to filter quality candidates.
3. Conduct an initial phone interview.
4. Observe a sample teaching lesson with students or other demonstration of job-related abilities. If observation is not possible, a video may be submitted. When possible, the goal is to observe teachers in their current classroom.
5. Conduct a final interview with a panel. For school site positions, panel members include teachers, support staff, and administrators.
6. Verification of credentials, past employment, and employment eligibility requirements.
7. Conduct professional and personal reference checks.
8. Make selection and provide verbal offer.
9. Finalize agreement and extend offers of employment, contingent upon passing of state and federal background checks.

Written job descriptions are created for each position, which reflect the scope and responsibilities for each position. Please see **Appendix 9 - Roles and Responsibilities** for samples of Job Descriptions for certificated and classified positions.

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Employment Qualifications

All teachers and staff must meet the legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements. This includes a fingerprint background check for all employee candidates who have been offered a position, as OP fully complies with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

The Charter School maintains on file current copies of:

- Teacher credentials, as required by position
- Documentation of TB clearance
- Documentation of immunization clearance
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by the Charter School in a confidential secured file, separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

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

Following are the qualifications for the key academic positions within the Charter School to be employed at the specific site. For full Job Descriptions, please see **Appendix 9 - Roles and Responsibilities**.

All Staff

OP is only as strong as its staff. Therefore, OP holds the following requirements for all staff members:

- Be willing to work collaboratively with parents in the classroom and community
- Show enthusiasm for collaboration with other teachers at the school
- Strive toward implementing the OP mission and vision
- Be skilled at or be willing to be trained in the teaching practices used at OP

To ensure OP reflects and supports the diversity of our students and families, the school also actively works to recruit staff who:

- Reflect the diversity of the student body
- Are fluent in Spanish

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- Have demonstrated success working with traditionally underserved populations

Chief Executive Officer

The CEO creates the philosophy and strategies to achieve OP's mission. Primary job qualifications for the CEO include:

- Ability to effectively lead an education non-profit
- Experience in non-profit governance, program development, and implementation
- Experience in teaching and administration in schools that serve low-income students effectively
- Expertise in curriculum and school program development and implementation
- Excellent communication, community outreach and coalition-building skills
- Ability to develop and implement a long-term strategic plan to manage school growth and maintain fidelity to the OP mission and vision
- Management skills to ensure ongoing financial stability and sustainability for OP
- Fundraising skills to ensure OP's financial viability
- Minimum 5 years of experience in urban public school reform
- Educational background to include a B.A. and/or teaching and/or administrative credential, and preferably a M.A., M.P.P., Ed.D., or Ph.D. in education
- Spanish fluency preferred

Principal

The OP Principal serves as the primary administrative leader of the school. Selection of the Principal by the CEO will be based on proven experience in educational leadership, educational vision, relevant experience with OP's target student population, demonstrated ability in program design and/or development, interest and commitment to educational reform, and level to which they meet the following qualifications:

- Proven relentlessness aimed at students achieving academic excellence
- Proven success with OP's target population
- Master's Degree in Education and/or Administrative Credential.
- Relevant experience with school and organizational leadership and educational innovation
- Relevant successful experience as a school leader and teacher; a minimum of five (5) years of teaching experience and two (2) years of administrative experience is preferred
- Expertise in curriculum design, supervision and evaluation, particularly for ELL students
- Knowledge of special education programs, policies, and best practices
- Ability to communicate effectively with diverse groups, the Board and the community
- Spanish language fluency strongly preferred

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- Interest in OP’s model of public education and commitment to OP’s success
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board and CEO

Teachers

Teachers must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Teachers of English Learners in core courses will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at OP and shall be subject to periodic inspection by the Authorizer.

These teachers are responsible for overseeing students’ academic progress, for monitoring grading, and for student advancement decisions as specified in the school’s operational policies.

OP may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. OP may use local assignment options authorized in law for the purpose of assigning teachers, in the same manner as a school district. As the State makes changes to Education Code Section 47605(l) in relation to teacher requirements for teachers previously considered to be “non core” and allowed to be non-certificated under Education Code Section 47605(l), OP will adopt those requirements on the timeline specified by the State.

Instructional support staff do not assign grades or approve students’ work assignments without the approval of a certificated teacher and/or school administrator. All non-instructional staff possess experience and expertise appropriate for their position within the school as outlined in the school’s staffing plan and personnel policies.

School Site Non-instructional Staff

Other staff member qualifications depend on the open position, as defined in the job description. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description.

Services Provided Via Contractors

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

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Compensation and Benefits

OP provides competitive employee compensation and benefits in order to recruit and retain quality staff. The salary for the CEO is established by the Board of Directors and is reviewed annually during the CEO's performance evaluation.

The CEO, or a designee, works with the Finance Committee of the Board to establish compensation and benefits standards for all employees within the organization. Compensation benchmarks are established and modified routinely with the assistance of external consultants who specialize in compensation and benefits in both the public and private sectors.

All full-time employees may elect to participate in the medical benefit plans as outlined in the Employee Handbook. All other benefits are granted to employees according to the policies outlined in the Employee Handbook. The Employee Handbook is distributed annually, read, and signed by all employees, and included within **Appendix 10 - Handbooks**.

Professional Development

OP ensure that all staff are thoroughly trained and prepared to serve our student population. OP staff participate in extensive professional development prior to and throughout each school year, which take place on professional development days and during weekly early release. Professional development is aligned to the school's established annual educational priorities. Staff are also provided additional professional development and coaching related to their individual growth areas and needs. Please see **Appendix 4 - Professional Development and Evaluation** for the OP Professional Development Scope and Sequence.

Performance Evaluation

All school personnel are evaluated, by their direct supervisor, on an annual basis. Evaluations are based on the employee's job description and duties. Data from employee observations, work product, conduct, and engagement in the school's learning community are used as the basis for the employee's evaluation. Please see **Appendix 4 - Professional Development and Evaluation** for the OP Teacher Goal Setting Form, Pre-observation and Observation Forms, and Annual Evaluation Form.

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The CEO manages the Principal, who oversees the day-to-day operations of the school. In turn, the CEO is supervised and evaluated on an annual basis by the school's Board of Directors.

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Element F: Health and Safety of Pupils and Staff

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 school furnish the school with a criminal record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F).

Overview

OnePurpose School (“OP” or the “Charter School”) aims to provide a safe learning and working place for its students and staff. Toward this end, the OP Board of Directors has adopted and implements full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management expert. These policies are as follows:

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- **A Comprehensive Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are maintained on the school site, available for Authorizer review on an ongoing basis, and incorporated into the Student/Parent and the Employee handbooks, which are included in **Appendix 10 - Handbooks**. The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see **Appendix 7 - Health, Wellness, and Safety Plans** for the Health and Wellness Policies and the Comprehensive School Safety Plan.

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Health And Wellness

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Tuberculosis Risk Assessment And Examination

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

Vision, Hearing, And Scoliosis

OP shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq. and SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. DCP shall maintain student immunization, health examination, and health screening records on file.

Medication In School

OP shall adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Epinephrine Auto-injectors

OP shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Blood Borne Pathogens

OP meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. DCP has 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

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and students shall follow the latest medical protocol for disinfecting procedures. The Blood Borne Pathogen Exposure Plan is included in **Appendix 7 - Health, Wellness, and Safety Plans**.

Nutrition

OP is dedicated to promoting the health and wellness of its students. All students will have access to meals during the school day that are nutritious and meet all Federal Nutritional guidelines.

Athletics

OP shall comply with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics, and shall comply with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that it offers.

OP shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of OP.

Drug, Alcohol, And Smoke-free Environment

DGP maintains a drug-, alcohol-, and tobacco-free environment.

Role Of Staff As Mandated Child Abuse Reporters

All employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. OP shall provide mandated reporter training to all employees annually.

Safe Place To Learn Act

OP shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Family Educational Rights And Privacy Act (FERPA)

OP, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Safety

Procedures For Background Checks

Employees and contractors of OP will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California

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Department of Justice for the purpose of obtaining a criminal record summary. OP 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 Chief Executive Officer shall monitor compliance with this policy and report to the DCP Board of Directors at least once per year. The President of the Board shall monitor the fingerprinting and background clearance of the Chief Executive Officer.

Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at any time students are present.

The following are the legal requirements for employment at the Charter School:

- For core and college prep classes' teaching staff: A valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which are maintained by the Chief Operating Officer or designee in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of Employment Eligibility Verification form with a copy of acceptable identification
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis clearance

Comprehensive Anti-discrimination And Harassment Policies And Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with OP policy and procedures.

OP has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school, in order to prevent and immediately

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remediate any concerns about discrimination or harassment at OP (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the OP Board of Directors, the Chief Executive Officer or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to OP through this procedure. The OP Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms is included in the Employee Handbook and the Student and Family Handbook, which are available in **Appendix 10 - Handbooks**. Please see **Appendix 7 - Health, Wellness, and Safety Plans** for the Uniform Complaint Policy.

Facility Safety

OP 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. Pursuant to the California Building Standards Code, the facilities will be deemed seismically safe.

OP agrees to ensure that the District test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. OP shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

OP affirms that it will comply with the federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

Emergency Preparedness

OP maintains an emergency plan appropriate for each site (on file for review), which specifies responses to varied emergency situations including, but not limited to, assault and fighting, blood borne pathogens, bomb threats, campus unrest, chemical spills, shooter on campus, earthquake, explosions, utilities failure, fallen aircraft, fire, hostage situation, medical, severe weather et cetera. Emergency team roles and responsibilities are described in the plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator, and other responsible officials. Other roles include team leaders for the site communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Emergency plans are maintained on file and available for inspection. OP adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios. Staff shall be provided training on emergency and first aid response. The training shall be conducted by a certified

instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The OP Safety Plan is included in **Appendix 7 - Health, Wellness, and Safety Plans**.

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Element G: Racial and Ethnic Balance

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

Assurances

OnePurpose School (“OP” or the “Charter School”) shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Outreach Plan

OP shall adhere to an Outreach Plan that combines effective recruitment strategies with resources to attract a diverse population to ensure that the population of students is reflective of the general population within the territorial jurisdiction of the Authorizer and/or its neighborhood area, both with regard to racial and ethnic diversity, but also with regard to socio-economic diversity, English Learners, and students with Special Needs. OP shall rigorously recruit students in impacted areas and provide assistance to families in completing and returning registration applications. The Outreach Plan will be reviewed and updated annually based upon the success and/or failures of the prior year.

The OP Outreach Plan includes the following strategies:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process, enabling families throughout the district to learn about the OP program and make an informed decision.
- Publication of enrollment events, key dates, and application procedures on the OP website.
- Creating and distributing enrollment brochures and forms in English and Spanish.
- Advertising by posting fliers and hosting tables at various locations including local libraries, community centers, neighborhood groups, faith centers, and Child Development Centers.
- Announcing enrollment and recruiting information in online news sources, on websites, and through social media.

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- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest in OP.
- Hosting open houses and school tours for prospective families.

The Charter School assesses the demographics of the school on an annual basis to determine the degree to which it is representative of SFUSD and the neighborhood in which the school is located, then adjusts the recruitment process as needed.

Please see **Appendix 8 - Student Recruitment, Admissions, & Enrollment** for Sample Recruitment Timelines, Outreach Flyers, Application Forms, and Enrollment Forms.

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Element H: Admission Requirements

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

Assurances

OnePurpose School (“OP” or the “Charter School”) is open to all students and all students are encouraged to apply. Specifically, the school shall:

- Be open to any students wishing to attend the school, subject only to capacity.
- Be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.
- Consider students for admission without regard for and will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- Be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- Comply with all laws establishing minimum and maximum age for public school attendance.
- Not determine admission eligibility by the place of residence of a pupil, except as otherwise required by law.
- Not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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- Not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- Adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.
- Comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. The Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.
- Comply with all laws establishing minimum and maximum age for public school attendance.
- Ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request

The only explicit circumstance under which a student cannot be admitted is if he/she is currently under expulsion from another school.⁷⁰

Application Requirements

OP requires all students who wish to attend the Charter School to complete an application form. Applications are available online or in hard copy form in both English and Spanish. The OP application form is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below (sibling, current OP student)

⁷⁰ A student who is currently in suspended expulsion status may enroll at a OP school.

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Recruitment and Application Process

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.

As discussed in **Element G**, OP implements an Outreach Plan beginning in September of each year designed to recruit students and families that reflect the rich diversity of the neighborhood in which it is located and the District as a whole. In order to achieve enrollment targets, OP typically works collaboratively local libraries, community centers, neighborhood groups, faith centers, and Child Development Centers to ensure that all families understand and have access to the OP program.

Also beginning in September, applications for the Charter School are available and will be distributed to target students and interested families. Bilingual parent meetings and school tours are organized to answer questions and provide information. Applications are due in late February or early March of each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605 (d). All applicants are informed of the date and location of the public random drawing, as detailed below.

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In this event, OP will hold a public random drawing moderated by a neutral third party to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Returning students must affirm their intent to return.

All applicants will be notified of the lottery via letter and phone call, and the date and time are posted publicly on the school website. This notification will also include information about the rules to be followed during the lottery. Families will be invited to attend the lottery, but are not required to do so in order to secure their spot. Unless families are notified otherwise in writing, the lottery will be held at the school's location.

Enrollment preferences in the case of a public random drawing shall be as follows:

- Siblings of currently enrolled and admitted students at OP
- Students residing within the territorial jurisdiction of the Authorizer
- Children of employees at OP, not to exceed 10% of total enrollment
- All other applicants

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The preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2), Assembly Bill 1360, and applicable federal law and non-regulatory guidance.

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required. Openings will first be allotted to siblings (lottery if more siblings than spaces), next to children of employees at OP (lottery if applicants would exceed 10% of total school population), next to students residing in the territorial jurisdiction of the Authorizer (lottery if more applicants than remaining spaces), and finally to all other applicants (lottery if more applicants than spaces remain).

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance will a wait list carry over to the following school year. Complete and accurate records of the annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, will be maintained by the Charter School and made available to the District upon request.

Enrollment Process

After admission, students are required to submit an enrollment packet, which shall include the following:

- Student Registration Form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records
- Notice of health care coverage options, in compliance with AB 2308

In regard to immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until

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the series has been completed. Exceptions are allowed under the conditions provided in SB 277 (2015).

Please see **Appendix 8 - Student Recruitment, Admissions, & Enrollment** for Sample Recruitment Timelines, Outreach Flyers, Application Forms, and Enrollment Forms.

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Element I: Financial Audits

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)

An annual independent financial audit of the books and records of OnePurpose School (“OP” or the “Charter School”) will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of OP will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

An audit committee will select an independent auditor through a request for proposal format. The Board of Directors will annually approve the selection of an independent auditor. The CEO will facilitate the audit. The auditor will have, at a minimum, a CPA, educational institution audit experience, and be included on the State Controller’s published list of approved educational audit providers.

The annual audit will be completed and forwarded to the Authorizer, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors will receive and review the audit each year. The CEO, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer 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 fiscal audit of OP is public record to be provided to the public upon request. The last Fiscal Audit is included in **Appendix 11 - Financial Documents**.

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Element J: Pupil Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. California Education Code Section 47605(b)(5)(J)

Theory of Action

OnePurpose School (“OP” or the “Charter School”) is committed to developing the social-emotional and behavioral development and well-being of its students, in addition to the academic. As such, OP implements the Unconditional Education model in partnership with the Seneca Family of Agencies. This model leverages both trauma-informed and restorative practices, supporting students in proactively developing strategies for managing emotions and feelings and then using restorative practices to examine actions when poor choices are made. Examining the impact of their actions on self and others helps to promote reflection, remediation, and in turn, agency. As such, discipline moves from being a punitive experience to a learning experience.

Student behavior modification and discipline at OP includes, but is not limited to, the following:

- Social-emotional and behavioral screening
- Explicit teaching of Toolbox strategies for self-regulation
- A staffed wellness center, where students can take a break when needed
- On site counseling services, for individual and group therapy as needed
- Ongoing monitoring and analysis of student social-emotional health and behavior by the Coordination of Services Team (COST)
- Family involvement and engagement, to address areas of concern and leverage areas of strength
- Ongoing collaboration, with students, families, teachers, administrators, counselors, and social services (as needed).

Recognizing that at times some infractions still may result in suspension or expulsion, OP has developed a Suspension and Expulsion Policy that details these infractions and the corresponding procedures.

Policy Overview

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at OP. In creating this policy, OP has reviewed Education Code Section 48900, et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions

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and expulsions. As such, the language that follows closely mirrors the language of Education Code Section 48900, et seq. OP 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 OP'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. OP 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 and Family 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.

The OP 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 OP 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 general education students except when federal and state law mandates additional or different procedures. OP 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 OP has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period,

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whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

As used in this Policy, “school property” includes, but is not limited to, electronic files and databases.

B. Enumerated Offenses

1. Enumerated Offenses

A pupil shall not be suspended from school or recommended for expulsion, unless the principal or the principal’s designee of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of the enumerated offenses listed below:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.

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- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Commission of this enumerated offense will not constitute grounds for expulsion. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 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. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students, as defined in Education Code sections 48900.2 [sexual harassment], 48900.3 [hate violence], or 48900.4 [harassment and intimidation], which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

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- Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 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.
- ii. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- A message, text, sound, or image.
 - 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.
 - 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 (A) to (D), 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.

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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.

- iii. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, 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 his or her exceptional needs.
- s. Aided or abetted, 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 (a), above.
- t. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, 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
- u. 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.
- v. 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.
- w. Intentionally harassed, threatened or intimidated school personnel, school volunteers, and/or a student or group of students, in a sufficiently severe and pervasive manner to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel, volunteers, and/or students by creating an intimidating or hostile

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educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

2. Mandatory Offenses

- a. Unless the principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the principal or designee shall suspend and recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds:
- Causing serious physical injury to another person, except in self-defense.
 - Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (A) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or (B) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - Robbery or extortion.
 - Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

If the principal or designee makes a determination not to recommend expulsion, as described in paragraph 2(a), above, he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

- b. The principal or designee shall suspend and recommend for expulsion a student when it is determined the student:
- Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school. The term “firearm” has the same meaning as described in Section 921 of Title 18 of the United States Code.
 - Brandishing a knife at another person.
 - Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

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- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive. The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

If it is determined during an expulsion hearing that a student has possessed a firearm or explosive on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

3. Other Means of Correction

Suspension or expulsion for any offense not listed in Section 2, Mandatory Offenses, shall be imposed only when other means of correction fail to bring about proper conduct. DCP provides for Other means of correction may include, but are not limited to, the following:

- a. A conference between school personnel, the pupil’s parent or guardian, and the pupil.
- b. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- c. Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- d. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- e. Enrollment in a program for teaching prosocial behavior or anger management.
- f. Participation in a restorative justice program.
- g. A positive behavior support approach with tiered interventions that occur during the school day on campus, such as but not limited to a behavior contract.
- h. After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- i. Community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil’s non-school hours. For the purposes of this section, “community service” may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

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C. Suspension and Recommendation for Expulsion Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded 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 Charter School employee who referred the student to the Principal or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Prior to a recommendation for expulsion, the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This

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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. This meeting may take place separate from or as part of the suspension conference explained above.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's Board. The Director of Student Services or other administrator identified by the Board, shall appoint panel members. 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 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 three (3) days prior to the hearing.

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

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

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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 expulsion 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 person 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 Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in

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

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.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the 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 adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

The Charter School shall also send notice to the student's district of residence, as required by Education Code section 47605(d)(3).

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter 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 decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

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M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the 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 following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter 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 the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the 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:

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- 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:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 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 or until the expiration of the forty-five (45) day time period provided for in an interim

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alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- 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 Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

8. 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.

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If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

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

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

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Element K: Employee Retirement System

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)

Policy Overview

OnePurpose School ("OP" or the "Charter School") enrolls Credentialed employees in a competitive defined contribution plan. OP makes contributions to this plan at an employer contribution rate equivalent to the contributions found under the State Teachers Retirement System (STRS).

Certificated employees at OP participate in a defined contribution retirement system. Non-certificated employees participate in a defined contribution retirement system. OP informs all applicants for positions within OP of the retirement system options for employees of OP. The CEO shall be responsible for ensuring that appropriate arrangements for retirement coverage are made.

OP provides a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff. OP currently provides health, dental and vision insurance to all full-time employees. Part-time employees have the opportunity to enroll in health, dental and vision insurance as well, with a higher level of employee contribution based on their FTE.

Additional benefits of employment at OP include but are not limited to:

- Extensive professional development and coaching, to accelerate development of craft
- Distributed leadership opportunities, to accelerate personal growth and investment in the school and its mission
- Additional salary stipends for teachers holding qualifications aligned to our mission, including BCLAD credentialing, Spanish fluency, and proven success working with low-income children of color who are also predominantly language learners

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Element L: Public School Attendance Alternatives

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

No student may be required to attend OnePurpose School (“OP” or the “Charter School”). Students who reside within the territorial jurisdiction of the Authorizer who choose not to attend OP may attend school within their District according to District policy or at another school district or school within the territorial jurisdiction of the Authorizer through individual District’s intra-and inter-district policies. Enrollment at DCP does not give a student an automatic right to admission in a particular school or program of any District, or other LEA, except to the extent that such a right is extended by that local education agency.

Parents and guardians of each student enrolled in OP will be informed of such on admissions forms on an annual basis.

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Element M: Employee Return Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. California Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at OnePurpose School (“OP” or the “Charter School”). Employees of the District who choose to leave the employment of the Authorizer to work at OP will have no automatic rights of return to the district after employment by OP unless specifically granted by the District through a leave of absence or other agreement. OP employees shall have any right upon leaving the District to work at OP that the District may specify, any rights of return to employment in a school district after employment at OP that the District may specify, and any other rights upon leaving employment to work at OP that the District determines to be reasonable and not in conflict with any law.

All employees at OP shall be considered employees of the Charter School and shall have no automatic right to employment or reemployment from the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements.

All employees of OP will be considered the exclusive employees of OP and not of the District and, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to OP, absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) or sick or vacation leave at the District while employed by the Charter School. Employment by OP provides no rights of employment at any other entity, including any rights in the case of closure of OP.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E** (Employee Qualifications) and **Element K** (Employee Retirement Systems).

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Element N: Dispute Resolution

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. California Education Code Section 47605(b)(5)(M)

Intent

The intent of the OnePurpose School (“OP” or the “Charter School”) Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School’s policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.

Should any section of this element pertaining to resolving disputes, be in conflict with the Authorizer’s policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Disputes Between OP and the Authorizer

OP recognizes that it cannot bind the Authorizer to a dispute resolution procedure to which the Authorizer does not agree. Disputes between the Charter School and Authorizer shall be handled in accordance with the School’s Memorandum of Understanding with the Authorizer.

The policy below is intended as a starting point for a discussion of dispute resolution procedures. OP is willing to consider changes to the process outlined below as suggested by the Authorizer.

OP and the Authorizer will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between OP and the Authorizer, OP staff, employees and Board members of OP and the Authorizer agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the Superintendent of the Authorizer and the CEO of OP. In the event that the Authorizer 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, OP requests that it be specifically noted in the written dispute statement. Nothing in this section is intended to impair the authority or ability of the District to revoke

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the charter in accordance with the procedures detailed in Education Code Section 47607 and its implementing regulations.

The OP CEO or designee and Authorizer Superintendent or designee 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 members from their respective Boards who shall jointly meet with the Superintendent and the CEO of OP 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 Superintendent and the CEO, or their respective designees, shall meet to jointly identify a neutral, third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the CEO, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. All timelines and procedures within this section can be amended by written mutual agreement of the District and the Charter School. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

Internal Disputes

OP shall have a Comprehensive Complaint Policy and Dispute Resolution Process to be used for all internal disputes related to OP's operations. Parents, students, Board members, volunteers, and staff at OP will be provided with a copy of OP's Comprehensive Complaint Policy and Dispute Resolution Process as part of the Staff and Student and Family Handbooks, available in **Appendix 10 - Handbooks**. The policies are available in isolation within **Appendix 7 - Health, Wellness, and Safety Plans**.

OP will not, at any time, refer any internal disputes to the Authorizer. In turn, OP requests that the Authorizer refer any complaints or reports regarding such internal disputes to the Board of Directors or the Charter School's Principal for resolution pursuant to the school's policies. OP recognizes that should the District have reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, it may intervene.

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Element O: School Closure Procedures

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. California Education Code Section 47605(b)(5)(P).

The decision to close OnePurpose School (“OP” or the “Charter School”), for any reason, will be documented by official action of the OP 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.

Notification and Timeline

The Board of Directors will promptly notify parents and students of OP, the District and/or the Authorizer, OP’s SELPA, the retirement systems in which OP’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the following information:

- Charter school name, charter number, and CDS code;
- Date of closure action;
- Effective date of the closure, if different;
- Reason for the closure;
- Name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The districts of residence for pupils; and
- How parents may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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. This specifically includes:

- All student records, including final transcripts, diplomas for non-graduates, the template used to create the diploma, and cumulative files.
- A list of students for whom student records were provided, including their names, SSID, and grade levels in both hard copy and Excel.
- A list of non-grads including their names, SSID, and grade levels in both hard copy and Excel.

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- All personnel files, inclusive of retirement accrued and W-2 information.
- A list of all personnel including their names and Social Security Numbers.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g.

Notification of Families and Students

Parents and students of DCP will be notified as soon as possible when it appears that school closure will be imminent. Parents and students will also be promptly notified of any official closure action taken by the DCP Board of Directors. The notification will include information on assistance in transferring the student to another appropriate school and, as stated above, a process for the transfer of all student records.

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

Parents will be provided with a certified packet of student information that will include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another 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. OP will ask SBE to store original records of OP students. All student records of OP shall then be transferred to SBE upon OP closure. If SBE will not or cannot store the records, OP shall work with SBE 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.

Notification to Receiving Districts

DCP or the District will notify any school district that may be responsible for providing education services to the former students of DCP so that the receiving districts may assist in facilitating student transfers.

Financial Records, Final Reports and Distribution of Assets

As soon as reasonably practical, OP will prepare final financial records. OP will have an independent audit completed within six (6) months after closure of the school. This may coincide with the regular, required annual audit of the Charter School. The audit will be prepared by a qualified Certified Public Accountant. The purpose of the audit is to

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determine the net assets or net liabilities of the Charter School. The assessment should include an accounting of all DCP assets, including cash and accounts receivable, and an inventory of property, equipment and supplies. It will also include an accounting of the Charter School's liabilities including any accounts payable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to DCP. The cost of the audit and the close out shall be considered a liability of DCP and shall be paid for by reserve funds or any remaining assets.

In addition to a final audit, DCP will submit any required year-end financial reports to the CDE and the District pursuant to Education Code Section 47604.33 in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

On closure of OP, all assets of OP, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending OP, remain the sole property of OP and shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Authorizer or District property will be promptly returned upon OP closure to the Authorizer or District. 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.

Upon completion of the closeout audit, DCP will develop a plan for the repayment of any liabilities. To the extent feasible, any assets of DCP will be liquidated to pay off any outstanding liabilities. All liabilities remain the responsibility of DCP.

OP will utilize the reserve fund, as allocated in the budget and as necessary, to undertake any expenses associated with the closure procedures identified above.

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Miscellaneous Charter Elements

Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. California Education Code Section 47605(g).

To support review of this renewal petition, the following documents have been included in **Appendix 11 - Financial Documents**.

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and includes many key assumptions, as outlined in the annotated budget narrative.

These documents are based upon the best data available to OP at this time.

Statutory Financial Reports

OP shall provide reports to the Authorizer as follows, as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the Authorizer:

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

Other Financial Reports

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With regard to other financial reports, OP will:

- Implement an attendance recording and accounting system that complies with state law and District requirements
- Be a directly funded charter school. OP will deposit its funds in a non-speculative and federally insured bank account for use by the school
- Provide other reports required by law including the California Basic Educational Data System (CBEDS-ORA), CALPADS reporting, Annual Student Service Identifier (SSID) maintenance, actual Average Daily Attendance reports, School Accountability Report Card (SARC) and the Federal Civil Rights Collection (CRDC).

Financial Process

OP contracts with a back office provider, currently edtec, to perform many of the accounting and budgeting operations of the Charter School. The CEO and Business Manager, in collaboration with the Board of Directors' Finance Committee, oversees the work of the back office provider. OP will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS) for all reports to the Authorizer including the First and Second Interim Reports, Adopted Budgets, and Non-audited Actuals as required by the Education Code.

Insurance

OP shall acquire and finance commercially reasonable general liability, worker' compensation, and other necessary insurance of the types. OP will secure and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in the current Best Insurance Rating Guide, at a minimum, the insurance as set forth below to protect OP from claims that may arise from its operations:

1. Workers' Compensation Insurance, as required by the California Labor Code, with not less than statutory limits;
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance for combined single limit coverage of not less than \$1,000,000 for each occurrence.⁷¹

The Charter School will provide evidence of the above insurance coverage to the Authorizer. These amounts may be altered upon recommendation of the Insurer or as required by agreement between the Authorizer and OP.

⁷¹ OP's current policy is for not less than \$2,000,000 for each occurrence.

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Administrative Services

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

The OP CEO or designee will be responsible for ensuring appropriate administrative services are in place for DCP through its internal office personnel and if necessary, contracts with appropriate third-party contractors.

Subject to availability and agreement between OP and the Authorizer, OP may request District services on a fee-for-service basis.

Neither OP nor the District is obligated to contract with one another. Any services requested from the District will be on a fee-for-service basis by separate mutual agreement. These services and fees will be determined in a separate Memorandum of Understanding (MOU) to be entered into between OP and the District, prior to commencing services under the agreement.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. California Education Code Section 47605(g)

The Charter School is currently located at 948 Hollister in San Francisco, co-located on the Bret Harte Elementary campus through Proposition 39. OP shall continue to pursue facilities through annual Proposition 39 requests to the District and is open to a long term lease in lieu of Proposition 39, should the District be amenable. The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities.

In the event OP secures a non-District owned facility, it shall provide the Authorizer with a Certificate of Occupancy and proper clearances, as applicable to OP, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.

Transportation

OP shall not provide home to school transportation for its students, except as may be required under the Individuals with Disabilities in Education Improvement Act for students

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with disabilities as required by their IEP, or as otherwise agreed upon by OP and the Authorizer.

Attendance Accounting

OP will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

Oversight

Pursuant to California law, the Authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the Authorizer may charge for the actual costs of supervisory oversight of OP not to exceed one (1) percent of the revenue of OP. The District may charge up to three (3) percent of the revenue of OP if OP is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as 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.

Potential Civil Liability Effects

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

The Charter School shall be operated by OnePurpose School, Inc., a California non-profit 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 47604(c), an entity that grants a charter to OP operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of OP or for claims arising from the performance of acts, errors or omissions by OP if the authority has complied with all oversight responsibilities required by law. OP shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocol to ensure SBE shall not be liable for the operation of OP.

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Further, OP and the Authorizer shall enter into a MOU, wherein OP shall indemnify the Authorizer for the actions of OP and its governing non-profit public benefit corporation under this charter.

The corporate bylaws of OP shall provide for indemnification of OP's Board, officers, agents, and employees, and OP will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the Authorizer and OP's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of OP.

The OP Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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Conclusion

By approving this charter for the establishment of OP, the Authorizer will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. OP petitioners are eager to work independently, yet cooperatively with the Authorizer to establish the highest bar for what a school can and should be. To this end, OP petitioners pledge to work cooperatively with the Authorizer to answer any concerns concerning this Charter document and to present the Authorizer with the strongest possible proposal requesting a five-year renewal term from July 1, 2020 through June 30, 2025.