



ASPIRE
PUBLIC
SCHOOLS

ASPIRE FIRESTONE ACADEMY CHARTER

RENEWAL CHARTER for the term July 1, 2020 through June 30, 2025

Original Charter Approved by Los Angeles Unified School District
April 20, 2010

Charter Renewal Approved
October 14, 2014

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Aspire Firestone Academy Charter: Assurances and Declarations

Aspire Firestone Academy Charter (also referred to herein as Aspire Firestone Academy “AFA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)¹
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)²
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- 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 non-charter public schools. (Ed. Code § 47605(c)(1).)

¹ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.
 - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
 - In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
 - As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
 - Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to

re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District's Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD's ability to move Charter School's location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the

attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.

8/20/2019

Stefan Bean
Los Angeles Area Superintendent
Aspire Public Schools

DATE

INTRODUCTION AND OVERVIEW

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire Firestone Academy (“The Charter School”).

Aspire Public Schools was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire Public Schools currently operates charter schools at 40 different campuses in various school districts in the states of California and Tennessee. Aspire Public Schools is a California non-profit public benefit corporation with 501(c)(3) tax-exempt status, with a vision that every student is prepared to earn a college degree. Aspire Public Schools’ mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with forward-thinking educators, and
- Catalyze change in public schools

The Charter School has been chartered in the LAUSD (“District”) under the auspices of Aspire since 2010.

The Charter School is located at 8929 Kauffman Avenue, South Gate, CA 90280.

The Charter School’s present charter term is set to expire on June 30, 2020. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The Charter School has done a financial analysis and projections that support continued operation of a K-5 school in the District on a financially sound basis.

Also, per the California Charter Schools Association’s (CCSA) accountability framework, the Charter School is above CCSA’s minimum academic criteria and has met the academic threshold for CCSA’s public advocacy support for renewal.

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

CCSA Academic Accountability Report 2017-2018

Aspire Firestone Academy Charter (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2020

PERCENTILE:
Schools must be above the 5th percentile on the DFS measure.



Percentile

The selected school has a percentile above 5 in 3 of the last 3 years.

INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



State Rank



This school was at/above the target

3 out of 3 year(s),
meeting the standard for this metric for 2018.



Similar Students Rank



This school was at/above the target

3 out of 3 year(s),
meeting the standard for this metric for 2018.



3 Year Growth



This school's DFS changed by

-3 points,
not meeting the 2018 target of 12 points.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Los Angeles County Office of Education ("the District") to renew the charter for the Charter School for a five-year period, from July 1, 2020 to June 30, 2025.

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at The Charter School site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the Charter Schools established under this part accountable for meeting measurable pupil outcomes, and provide The Charter Schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

- California Education Code Section 47601(a)-(g)

The Charter School has made and will continue to make important contributions to the legislative goals outlines above. By granting this renewal, the District will help fulfill the intent of the Charter

Schools Act of 1992 (“Charter Schools Act”), while providing students in the District with a small school option.

Element 1 - The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Public School Choice Service Plan for Students with Disabilities

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description

of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District's Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a Single-District SELPA under the provisions of Education Code section 56195.1(a). As a Single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS**

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

<u>GENERAL INFORMATION</u>	
● The contact person for Charter School is:	Marnie Kislinger
● The contact address for Charter School is:	8929 Kauffman Avenue, South Gate, CA 90280
● The contact phone number for Charter School is:	(323) 249-5750
● The proposed address or ZIP Code of the target community to be served by Charter School is:	8929 Kauffman Avenue, South Gate, CA 90280
● This location is in LAUSD Board District:	5
● This location is in LAUSD Local District:	East
● The grade configuration of Charter School is:	TK-5
● The number of students in the first year will be:	425
● The grade level(s) of the students in the first year will be:	TK-5
● Charter School’s scheduled first day of instruction in 2020-2025:	August 11, 2020
● The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	425
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Modified traditional calendar, which includes a Fall Break, a

	longer school year, and a shorter summer.
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	<p>Monday-Thursday Start/End: 7:45am-2:45pm Lunch (TK-1): 10:50-11:15am Lunch (2-3): 11:40-12:05pm Lunch (4-5): 12:00-12:25pm</p> <p>Friday (Minimum Day) Start/End: 7:45am-12:45pm Lunch (TK-1): 10:50-11:15am Lunch (2-3): 11:40-12:05pm Lunch (4-5): 12:00-12:25pm</p>
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2020-June 30, 2025

Community Need for Charter School

The Charter School provides a high performing educational alternative for families in the South Los Angeles area by ensuring the following:

- 1) Quality education supported by high standards for all students
- 2) Focus on meeting the needs of children and helping them succeed, no matter what it takes
- 3) Caring environment and trust building in the community through a social emotional learning (SEL) focus and restorative practices and partnerships with parents

The Charter School seeks to ensure that all students have the skills and experiences that prepare them to earn a college degree, and this vision is designed especially for our students who are from underrepresented populations and communities like South Gate. Specific elements of the program that are designed for our community include:

College for Certain- This vision is pervasive throughout the school, with a special college display in every classroom as well as college cheers, banners, and college names for classes. This sends a clear message that no matter what your ethnicity, your economic status, or your home language, the expectations for college-going are for ALL Aspire students.

Communication Skills- The education program has been redesigned to emphasize and reinforce reading and writing, especially for English Learners, as well as problem solving and hands on science using CA State Standards aligned programs such as Eureka Math and Wit and Wisdom, as well as EL Achieve and Readers/Writers' Workshop.

Social Emotional Learning- Because urban children in poverty often have experienced trauma, there are also Social/Emotional Learning (SEL), health education, parent education, and mental health counseling (and referrals to other agencies) to provide comprehensive services for students and their families.

Restorative Practices- Aspire is guided by a powerful equity belief statement, and the Charter School focuses on restorative rather than punitive approaches to behavior. This includes an expectation of Culturally Responsive Teaching and creative, meaningful alternatives to suspension. Students need to be in school, and every effort is made to involve the teachers, staff, parents, and students in creating a positive, nurturing environment where students want to be every day.

Access to Technology- The Charter School is deeply committed to closing racial achievement gaps and eliminating the digital divide where impoverished youth have less access to computers and the internet. The Charter School offers student devices (typically Chrome Books) to students and incorporates blended/personalized learning into the curriculum every day so that all students make use of the digital tools and resources available to them. This only allows

for greater individualization, useful preparation for state testing, and 21st Century Learning and careers.

Growth Mindset- The transition to the California Common Core State Standards was challenging for Aspire. This challenge has demanded that we significantly improve the quality of the educational program in order to bridge the gap between a more traditional curriculum and the new, more rigorous Common Core State Standards, and innovative 21st Century Skills development. The Charter School must especially strive to continue to improve its support of subgroups so that their achievement reflects the Aspire College for Certain mission. This has led to intensified ELD, increased opportunities to build reading and writing competency, implementation of a new math program which is highly aligned to State Standards, and integration of the arts into the curriculum as a way to reinforce and integrate all learning.

Catalyze Change- One of the key elements of Aspire is to catalyze change within communities; and in Huntington Park, where, traditionally, students have underperformed and had less access to high performing schools, it is expected that the innovative academic program, the intense scrutiny and accountability, and the caring equity-focused environment will serve to encourage change in *other* area schools by providing a very visible, viable, and meaningful educational experience that changes the odds for students through high school and beyond. *In fact, it is hoped that there is a ripple effect* throughout South Gate, *with the* Charter School being an example of “best-practices” of all aspects of an excellent education, including curriculum, staffing, and teacher development.

Parent Involvement- This is also an essential element in the Charter School community, and parents are encouraged to volunteer, visit, and communicate regularly with the school in order to form a mutually beneficial partnership for the students’ success. **Parent volunteering is not a condition of admission and/or continued enrollment**, but the school welcomes parents to morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings. The School prides itself in its unique opportunities for parent participation. Parents are asked to consider volunteering 30 hours of service to the school, and there are a variety of ways that parents can do this each year. Some of these are listed below:

- Participating in the School Site Council or English Learner Advisory Council
- Attending a parent workshop; topics could include sessions on math, technology, bullying, college prep, etc.
- Attending special events, such as family barbeques, clean up Saturdays, family math or reading nights, fall or spring festivals, etc.
- Participating in specials committees or clubs reflecting parent interests, such as book club, fundraising, etc.
- Assisting with student programs, such as our service events, chaperoning field trips, or helping set up classroom libraries

Communication is the key to a strong partnership, and all parents receive regular newsletters, robo-calls, messages through an online two-way communication platform called ParentSquare, and annual opportunities to respond to formal school surveys. The Charter School continues to strengthen the involvement of parents by improving the approach to School Site Council and ELAC, with a Parent Coordinator whose job it is to bring parents and their voices into every aspect of the school. The South Gate community is proud of the Charter School and the vision of “College for Certain,” and it has repeatedly expressed appreciation through annual parent surveys, long wait lists, and strong support for the Charter School’s leadership, proven results, instructional model, team approach to learning, and dedication to excellence and improvement.

Key Features Successes:

From the earliest grades, students are exposed to a college going culture. They learn about different universities and the various careers one can have. Students develop a fundamental understanding that they are college bound and are capable of success.

Our Restorative Practice program has demonstrated a positive impact on school suspensions and expulsions. The school maintains 0% expulsions, and students engage in problem solving and conflict resolution on a daily basis. The school emphasizes communication as a tool to resolve conflicts. This promotes non-violent ideals, and students develop robust communication skills that are valuable for success in college and careers.

The implementation of a social-emotional curriculum has also been a success. Students receive weekly instruction focusing on clearly defined competencies such as compassion and acceptance. Students receive explicit skill development where researched based lessons provide the content that is linked to class discussions and student tasks. Beyond the explicit weekly lessons, social emotional learning and competencies are embedded throughout the day. You will see teachers refer to social emotional learning throughout the content areas. This also fits well with our Restorative Practice program as when incidents do occur scholars are able to use the skills they have learned to help resolve the conflict, repair any damage/harm that may have been caused, and make a plan for the future.

Access to technology has also been a success. There are computers available in every classroom, and the school maintains a 1:1 computer to student ratio. The school employs a Technology Specialist who assists teachers in creating technology-based lessons. This has moved the school beyond a simple blended learning model to allow a wide use of technology. This includes Google Classroom, virtual field trips, and individualized student projects.

Key Features Growth Area:

The school maintains a strong parent involvement policy. However, we are always seeking to improve parent involvement and provide a multitude of ways for parents to participate. The school is working to increase parent involvement across the school. The school will continue to partner with parents to understand what programs and school-wide activities they would like to

see at the school. The Parent Coordinator also has an outreach and involvement plan with an expectation to meet certain percentages of parent involvement per year.

The Charter School has an outstanding Average Daily Attendance.

Year	# Enrollment	# Suspensions	% Suspension Rate	# Average Daily Absences	% ADA
2017-18	414	0	0%	14	96.4%
2018-19	402	0	0%	17	95.7%

See below for a similar and resident schools analysis of CAASPP assessment results, EL reclassification rates, discipline data, and English Learners performance data.

See below for CAASPP assessment results and EL reclassification rates.

English Learner (EL) Reclassification

Year	Reclassified Fluent English Proficient (%/Number)
2015-2016	30.2%/ 45
2016-2017	18.1% /23
2017-2018	26.2% /32
2018-2019	Data not published

Source: CDE/Dataquest

Academic Performance of Charter School Three Year Comparison of Student Performance and Progress (CAASPP)

Year	ELA (% Met or Exceeded)								Math (% Met or Exceeded)							
	All	SED	AA	Hisp	SWD	EL	FY	HY	All	SED	AA	Hisp	SWD	EL	FY	HY
2016	48%	46%	--	48%	10%	20%	--	--	39%	37%	--	39%	20%	16%	--	--
2017	41%	40%	--	40%	4%	0%	--	--	37%	36%	--	36%	12%	11%	--	--
2018	46%	46%	--	47%	8%	3%	--	--	38%	38%	--	39%	8%	5%	--	--
2019	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

*Data has not been published
 “--” “no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
 Source:CDE/DataQuest/CAASPP

SUMMARY ANALYSIS OF 2016-2017 AND 2017-2018 DATA

English Language Arts-

In the 2016-2017 school year, the Charter School had a 40.71% rate of Meet or Exceed Standards in English Language Arts as measured by SBAC, while LAUSD Similar Schools had a median rate of 40%. In the same year, the Charter School had a higher rate of Meet or Exceed Standards than 6 of 11 LAUSD Similar Schools. The LAUSD Resident Schools median was 32.28%. The Charter School had a higher rate of Meet or Exceed Standards than 2 of 3 LAUSD Resident Schools.

In the 2016-2017 school year, the Charter School's Latino and Economically Disadvantaged Students demonstrated a similar trend to our school-wide data, with 40.36% of Latino Students Meeting or Exceeding Standards as measured by SBAC in English Language Arts and 40.2% of Economically Disadvantaged Students Meeting or Exceeding Standards. In that same year, the remaining significant subgroups, English Learners and Students with Disabilities Met or Exceeded Standard in English Language Arts at the rate of 0% and 4%, accordingly.

In the 2017-2018 school year, The Charter School had a 46.35% rate of Meet or Exceed Standards in English Language Arts as measured by SBAC, while the LAUSD Similar Schools had a median rate of 46.02%. In the same year, the Charter School had a higher rate of Meet or Exceed Standards than 6 of 11 LAUSD Similar Schools. The LAUSD Resident Schools median was 32.31%. The Charter School had a higher rate of Meet or Exceed Standards than 2 out of 3 the LAUSD Resident Schools.

In the 2017-2018 school year, The Charter School's Latino and Economically Disadvantaged Students continued to demonstrate a similar trend to our school-wide data, with 46.84% of Latino Students Meeting or Exceeding Standards as measured by SBAC in English Language Arts and 45.56% of Economically Disadvantaged Students Meeting or Exceeding Standards. In addition, the subgroup of English Learners had a Meet or Exceed Standard rate of 2.5%, while Students with Disabilities demonstrated growth with a rate of 8.33% Meet or Exceeded Standards in English Language Arts.

Math-

In the 2016-2017 school year, The Charter School had a 36.73% rate of Meet or Exceed Standards in Mathematics as measured by SBAC, while LAUSD Similar Schools had a median rate of 30.39%. In the same year, The Charter School had a higher rate of Meet or Exceed Standards than 8 of 11 LAUSD Similar Schools. In the same year, the LAUSD Resident Schools median was 31.94%. The Charter School had a higher rate of Meet or Exceed Standards than 2 out of 3 of the LAUSD Resident Schools.

In the 2016-2017 school year, The Charter School's Latino and Economically Disadvantaged Students demonstrated a similar trend to our school-wide data, with 36.32% of Latino Students Meeting or Exceeding Standards as measured by SBAC in Mathematics and 35.68% of

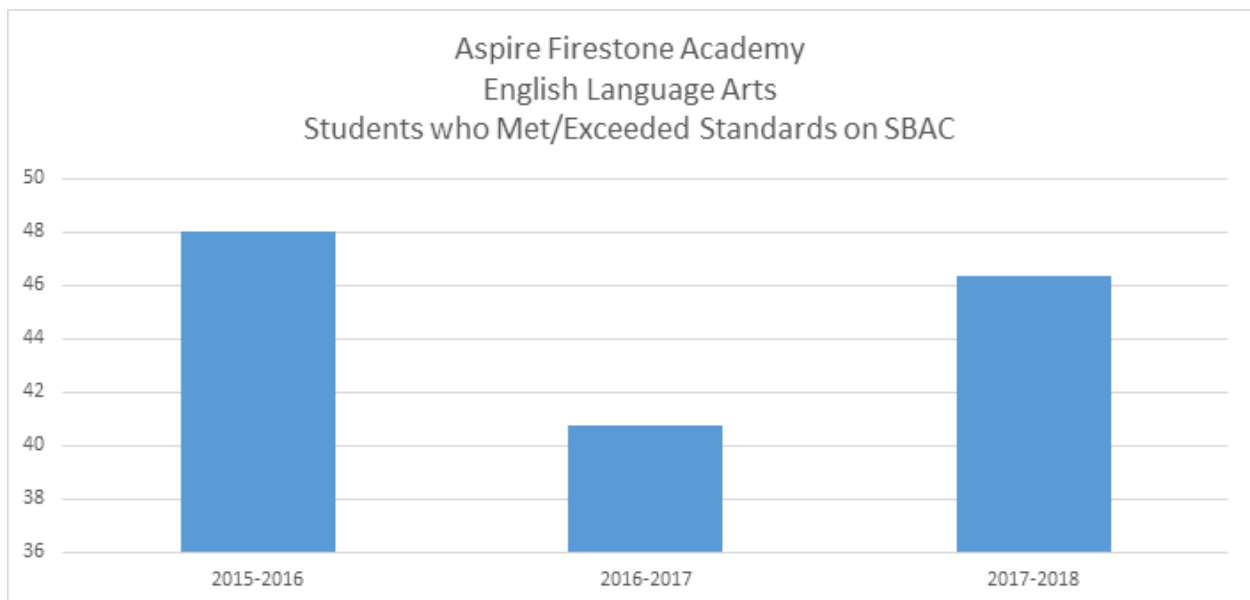
Economically Disadvantaged Students Meeting or Exceeding Standards. Students with Disabilities and English Language Learners demonstrated a Met or Exceed rate of 12% and 11.36%, accordingly.

In the 2017-2018 school year, The Charter School had a 38.22% rate of Meet or Exceed Standards in Mathematics as measured by SBAC, while LAUSD Similar Schools had a median rate of 34.51%. The Charter School had a higher rate of Meet or Exceed Standards than 6 of 11 LAUSD Similar Schools. In the same year, the LAUSD Resident Schools median was 34.34%. The Charter School had a higher rate of Meet or Exceed Standards than 2 of 3 LAUSD Resident Schools.

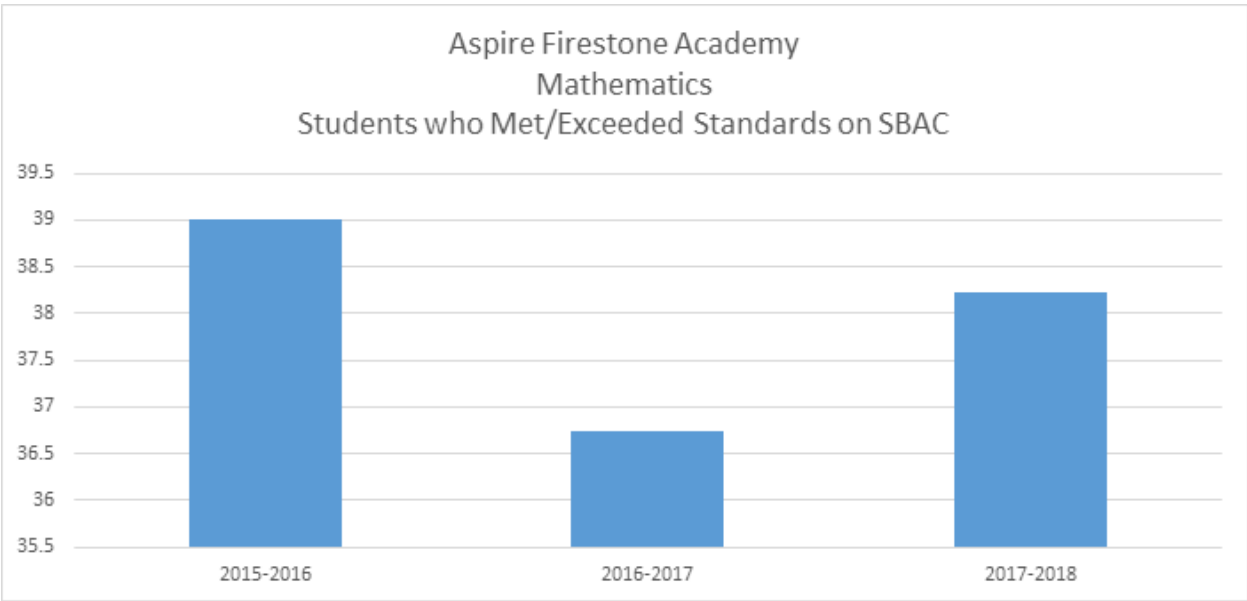
In the 2017-2018 school year, The Charter School’s Latino and Economically Disadvantaged Students continued to demonstrate a similar trend to our school-wide data, with 38.62% of Latino Students Meeting or Exceeding Standards as measured by SBAC in Mathematics and 37.99% of Economically Disadvantaged Students Meeting or Exceeding Standards. Students with Disabilities demonstrated a Met or Exceed rate of 8.33%, while English Language Learners demonstrated a Met or Exceeded rate of 5%.

2017-2018 –

In the 2017-2018 school year, The Charter School had a 46.35% rate of students who met or exceeded standards in English Language Arts. This was a 5.64 percentage point increase from the 2016-2017 school year.



The Charter Schools demonstrated growth in math achievement as well. In the 2017-2018 school year, The Charter School had a 38.22% rate of students who met or exceeded standard in mathematics. This was a 1.49 percentage point increase from the 2016-2017 school year.



The Charter School demonstrated growth from the 2016-17 to the 2017-18 school year in both English Language Arts and Mathematics as measured by SBAC. We recognize that Students with Disabilities, and English Language Learners remain focus subgroups to ensure equitable academic progress. The school has implemented a robust designated ELD instructional block, and is providing further professional development for integrated ELD instruction. The school is also working closely with the Regional Director of Special Education to increase the school’s ability to deliver an effective co-teach model.

English Language Learner Reclassification:

2017-18	2016-17 # EL	2017-18 # Reclassified	2017-18 Reclassification Rate
Aspire Firestone Academy	122	32	26.2
LAUSD Similar Schools Median	115	30	26.1
Resident Schools Median	200	42	25.8
District	157,619	31,718	20.1

2016-17	2015-16 # EL	2016-17 # Reclassified	2016-17 Reclassification Rate
Aspire Firestone Academy	127	23	18.1
LAUSD Similar Schools Median	125	26	20.8
Resident Schools Median	222	28	20.8
District	165,453	27,793	16.8

2015-16	2014-15 # EL	2015-16 # Reclassified	2015-16 Reclassification Rate
Aspire Firestone Academy	149	45	30.2
LAUSD Similar Schools Median	124	17	15.1
Resident Schools Median	219	28	17.8
District	164,349	19,952	12.1

**Aspire Firestone Academy Charter
OUT-OF-SUSPENSION EVENTS**

LD	BD	Loc Code	School	Susp. Event Rate 2015-16	Susp. Event Rate 2016-17	2017-18			2017-18 SUBGROUPS											
						Susp. Event Rate	Single Std. Susp. %	# Enrolled	# Events	# Days	AFRICAN AMERICAN STUDENTS				STUDENTS WITH DISABILITY					
XR	5	2161	Aspire Firestone Academy Charter	0.0%	0.2%	0.0%	0.0%	414	0	0	0	0	0	0.0%	0.0%	28	0	0	0.0%	0.0%
Similar Schools																				
XR	5	2162	Aspire Gateway Academy Charter	0.0%	0.0%	0.0%	0.0%	417	0	0	1	0	0	0.0%	0.0%	26	0	0	0.0%	0.0%
NW	6	2438	Bertrand Avenue Elementary	0.0%	0.0%	1.5%	1.5%	407	6	6	11	2	2	18.2%	0.0%	53	2	2	3.8%	0.0%
W	4	2479	Braddock Drive Elementary	0.5%	0.0%	0.0%	0.0%	448	0	0	49	0	0	0.0%	0.0%	30	0	0	0.0%	0.0%
NW	3	3610	Enada Way Technology Charter	0.8%	0.0%	0.0%	0.0%	256	0	0	19	0	0	0.0%	0.0%	29	0	0	0.0%	0.0%
S	7	4342	Halldale Elementary	0.2%	0.0%	0.0%	0.0%	502	0	0	34	0	0	0.0%	0.0%	85	0	0	0.0%	0.0%
NE	6	4603	Hubbard Street Elementary	0.1%	0.0%	0.2%	0.2%	611	1	2	3	0	0	0.0%	0.0%	77	1	2	1.3%	0.0%
W	4	6260	Richland Avenue Elementary	0.4%	0.0%	0.0%	0.0%	286	0	0	18	0	0	0.0%	0.0%	34	0	0	0.0%	0.0%
E	5	6875	San Miguel Elementary	0.0%	0.0%	0.3%	0.2%	934	3	4	2	0	0	0.0%	0.0%	115	0	0	0.0%	0.0%
NE	6	6565	Saticoy Elementary	0.0%	0.5%	0.2%	0.2%	566	1	2	2	0	0	0.0%	0.0%	81	0	0	0.0%	0.0%
C	5	7178	Toland Way Elementary	0.0%	0.0%	0.0%	0.0%	337	0	0	3	0	0	0.0%	0.0%	36	0	0	0.0%	0.0%
S	7	7419	Van Deene Avenue Elementary	0.0%	0.3%	0.0%	0.0%	357	0	0	30	0	0	0.0%	0.0%	51	0	0	0.0%	0.0%
Similar Schools Median				0.0%	0.0%	0.0%	0.0%	417	0	0	11	0	0	0.0%	0.0%	51	0	0	0.0%	0.0%
Resident Schools																				
XR	5	2162	Aspire Gateway Academy Charter	0.0%	0.0%	0.0%	0.0%	417	0	0	1	0	0	0.0%	0.0%	26	0	0	0.0%	0.0%
E	5	7260	Tweedy Elementary	0.0%	0.0%	0.0%	0.0%	662	0	0	0	0	0	0.0%	0.0%	76	0	0	0.0%	0.0%
E	5	6466	San Gabriel Avenue Elementary	0.0%	0.0%	0.0%	0.0%	637	0	0	4	0	0	0.0%	0.0%	69	0	0	0.0%	0.0%
Resident Schools Median				0.0%	0.0%	0.0%	0.0%	637	0	0	1	0	0	0.0%	0.0%	69	0	0	0.0%	0.0%

Suspension Events: The number in and out-of-school suspension events issued by the school.
 Suspension Days: The total number of days issued for all suspension events.
 Suspension Event Rate: The rate is calculated by dividing the total number of suspension events for the school or subgroup by the total enrollment of the school or subgroup (events/enrollment)
 Single Student Suspension %: The percent of students in the school or subgroup that have been suspended one or more times (students suspended/enrollment)

The Charter School's Mission

The Charter School's goal is to provide all students with an exceptional education that allows them to excel inside and outside the classroom. The Charter School seeks to achieve this goal by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. The Charter School strives to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

Student Population to be Served

The Charter School currently serves approximately 405 students in grades K-5.

Enrollment Roll-Out Plan					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K (incl. TK)	56	78	57	57	57
1	81	56	78	78	78
2	81	81	56	56	56
3	58	87	87	87	87
4	58	60	87	87	87
5	81	58	60	60	60
Total	415	420	425	425	425

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 607,723 students in 2018-19. Of these students, Hispanics constitutes 74.1% of the students, African Americans 8.4%, Asians 4.0%, Whites 10.7%, Filipinos 2.0%, Pacific Islanders 0.3%, and American Indians 0.2%. During the 2018-19 school year, students who spoke English as a second language made up 20.3% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics.

A summary of historical enrollment and demographics data can be found in the table below.

**Enrollment over the course of the previous charter term.
Enrollment by Grade Level**

Year	Grade Level						Total
	K	1 st	2 nd	3 rd	4 th	5 th	
2015-2016	87	52	78	54	75	75	421
2016-2017	54	79	54	80	64	85	416
2017-2018	72	56	79	56	84	67	414
2018-2019	82	60	56	77	54	73	402

Source: CDE Data and Statistics/ Demographics Student & School/Data Files (Downloadable)/Enrollment by School as of 2018 retrieved 2019

Demographic Composition of the Charter School

Demographic Categories	Aspire Firestone Academy	
	Number Enrolled	% of Enrollment
Hispanic or Latino	395	98.3%
American Indian or Alaska Native	0	0.0%
Asian	1	0.2%
Pacific Islander	0	0.0%
Filipino	0	0.0%
Black/African American	0	0.0%
White	1	0.2%
Two or More Races	1	0.2%
Not reported/Other	4	1.0%
Other Demographics		
Free/Reduced Price Lunch	363	90.3%
English Language Learners	72	17.9%
Students with Disabilities	28	7.0%
Foster Youth	0	0.0%

Source: CDE/Dataquest

The Charter School's educational program is based on the instructional needs of our target student profile. Aspire targets the following students:

- Students who are not currently successful in their current core academic subjects;
- Students whose academic or English language learning needs necessitate a small school environment with personalized attention;
- Students whose academic or English language learning needs are not being met in a traditional school environment;
- Students who live in low-income neighborhoods; and
- Students whose racial and ethnic diversity represents their respective communities. In education, one size does not fit all and The Charter School is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.

The Educated Person in the 21st Century

The Charter School recognizes that to be an Educated Person in the 21st Century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

How Learning Best Occurs

The Charter School's educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The State Standards drive the instruction of all Aspire charter schools by providing the road map of what students need to know.

In order to prepare students to succeed in college, The Charter School's educational program has drawn on the Center for Educational Policy Research's study *Standards for Success*. This research gathered information about the required skills to succeed in college from more than 400 staff and faculty members at research universities. It believes college students need "critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks." Aspire has interwoven these habits into its core curriculum, which The Charter School follows. The Charter School program is more tightly aligned to our college readiness goal.

Additionally, Aspire Public Schools has built a College For Certain® culture. Beginning in kindergarten, students are informed and inspired to succeed in high school and attend college.

Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire’s schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

Annual Measurable Goals

Below are the Annual Measurable Goals for all students. Actions/services contributing to the increased or improved services requirement for **English Learners, Socioeconomically Disadvantaged students, and Foster Youth**:

Measurable Pupil Outcomes						
MPO GOAL #1 (Aligns to LCAP Goal #1)						
<i>Create safe, inclusive, and welcoming learning environments where students attend are connected to their schools</i>					Related State Priority: 1, 5, 6	
Specific Annual Actions to Achieve Goal						
<p>If the % of students expelled increases, a plan will be revised as needed.</p> <p>If the single suspension rate increases, a plan for intervention will be created. The intervention may include training on PBIS, social emotional learning or restorative practice.</p> <p>We are adding a School Culture Team, and this team will analyze school-wide data including OnCourse data, student and family surveys, and attendance data in order to create plans to better support our community. Our Culture team will deliver professional development to our staff around restorative practices and SEL.</p> <p>We will continue to follow a restorative practice model. Grounding ourselves in literature, we will continue to develop our restorative mindsets as well as re-create school values that reflect this mindset.</p> <p>If less than 90% of students state that they are satisfied based on the Student Survey, a plan will be created.</p> <p>The Building Manager ensures a clean and orderly learning environment. ABM, a building maintenance and facilities company is contracted, and two part-time custodians are employed, to help ensure daily cleaning of classrooms and all common areas.</p> <p>Increase student engagement opportunities through continued offerings of After School Clubs, field trips, assemblies, and at least one college-themed activity per grade level.</p> <p>Have at least one school-wide beautification project per year, decided by the School Site Council, with input from students and staff.</p>						
<p>Goal 1, Outcome 1: Maintain a 3 or better as measured by the Aspire Facility Report Card. The facilities report card measures three areas: Safety and Supervision, Campus Operations, Campus Maintenance. Each category has indicators, and schools are rated from 1-4 (1 not met, 4 exceeded).</p>						
Metric: Aspire Internal Facilities Report Card						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	4	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	4	Maintain	Maintain	Maintain	Maintain	Maintain

Socioecon. Disadv./Low Income Students	4	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	4	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	4	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 1, Outcome 2: Maintain a 96.5% or higher ADA as measured by attendance reporting

Metric: Attendance reports submitted to LAUSD

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	95.8%	97%	Maintain	Maintain	Maintain	Maintain
English Learners	96.6%	97%	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	96.5%	97%	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	96.2%	97%	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	95.8%	97%	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 1, Outcome 3: Maintain a Blue status for suspensions as measured by the California Dashboard

Metric: California Dashboard

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
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All Students (School-wide)	Blue	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	Blue	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	Blue	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	Blue	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	Blue	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 1, Outcome 4: Maintain a 0% expulsion rate as measured by the CDE						
Metric: CDE Expulsion report						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	0%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	0%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	0%	Maintain	Maintain	Maintain	Maintain	Maintain

Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	0%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	0%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Measurable Pupil Outcomes						
MPO GOAL #2 (Aligns to LCAP Goal #2)						
<i>Engage parents and community partners through education, communication, and collaboration to promote student success</i>						Related State Priority: 3, 4
Specific Annual Actions to Achieve Goal						
Continue to have consistent School Site Council meetings, English Language Advisory Committee meetings, and Coffee with the Principal.						
If less than 90% of families are not satisfied with the school, or less than 80% report having a voice in decision making, a family engagement plan will be created.						
The school holds at least one parent workshop per month led by Dean, School Counselor, or Special Education Team.						
Coffee with the principal is held monthly.						
School will communicate directly with parents using various systems (Parent Square, weekly newsletters, and regular parent meetings).						
Provide parent workshops from a vetted outside resource, in addition to what our Dean and Counselor provide.						
Host more special education parent workshops throughout the year with the enhanced collaboration between the admin team and sped team.						
If less than 90% of families are not satisfied with the school, or less than 80% report having a voice in decision making, a family engagement plan will be created.						
The school holds at least 1 parent workshop per month led by the Dean, School Counselor, or Special Education Team.						
Coffee with the principal is held monthly.						
School will increase communication with special education families using various systems (Parent Square, weekly newsletters, and regular parent meetings).						
Provide parent workshops from the Special Education team, in addition to what our Dean and Counselor provide.						
Goal 2, Outcome 1: The school holds one School Site Council meeting per month						
Metric: School Site Council Agendas						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	1 meeting held	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	1 meeting held	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	1 meeting held	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	1 meeting held	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	1 meeting held	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 2, Outcome 2: The school holds four English Language Advisory Committee meetings per year

Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	4 held	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	4 held	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	4 held	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	4 held	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	4 held	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 2, Outcome 3: Increase parent participation 10% each year as measured by sign-ins from school based meetings

Metric: Sign-in sheets

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide) including all subgroups	40 signatures	44	49	54	60	66
English Learners	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Socioecon. Disadv./Low Income Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
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Measurable Pupil Outcomes						
MPO GOAL #3 (Aligns to LCAP Goal #3)						
<i>Refine and expand targeted intervention and supports for students' academic, health, and social-emotional development</i>					Related State Priority: 5, 7	
Specific Annual Actions to Achieve Goal						
<p>The school will implement a Social Emotional Learning (SEL) curriculum. We are adding a School Culture Team, and this team will analyze school-wide data including OnCourse data, student and family surveys, and attendance data in order to create plans to better support our community. Our Culture team will deliver professional development to our staff around SEL.</p> <p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school. A school wide incentive plan will be created to increase attendance rate and decrease truancy rate. Students and families who miss more than three unexcused absences will receive additional communication and school support. The school will continue to follow the regional protocol for attendance support meetings, medical verification, and truancy letters. The School Culture Team will also support with creating additional attendance support and incentive plans.</p> <p>If the % of students expelled increases, a plan will be revised as needed. If the single suspension rate increases, a plan for intervention will be created. The intervention may include training on PBIS, social emotional learning or restorative practice. Staff and teachers will receive additional professional development in restorative practices as an alternative solution to suspension. School will follow a restorative practice model.</p> <p>Upon enrollment of a foster youth, teacher and counselor will meet with foster youth's family to determine appropriate next steps for the school year.</p> <p>All staff is provided professional learning about the social, emotional, behavioral and academic needs of foster children so that they can be proactive in helping these children succeed.</p> <p>School staff meet with the foster parent, court appointed special advocate, social worker, and/or other support adult to partner on the most successful school program for the student.</p>						
Goal 3, Outcome 1: 100% of students participate in a Social Emotional and Behavioral Learning program as measured by the implementation of the PATHS curriculum.						
Metric: PATHS lesson plans and materials list						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time t	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 3, Outcome 2: Maintain chronic absentee rate of less than 10% as measured by attendance reporting						
Metric: Attendance reports submitted to LAUSD						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	10%	8%	7%	6%	Maintain	Maintain
English Learners	12%	10%	8%	6%	Maintain	Maintain
Socioecon. Disadv./Low Income Students	10.7%	8%	7%	6%	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	13.5%	11%	9%	7%	6%	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	9.9%	8%	7%	6%	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 3, Outcome 3: Hold an SST for at least 5% of students

Metric: List of students for which at least on SST was held

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	5% held	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	5% held	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	5% held	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	5% held	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	5% held	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Measurable Pupil Outcomes

MPO GOAL #4 (Aligns to LCAP Goal #4)

Execute high quality instructional program and provide educational options to ensure every student graduates college ready Related State Priority: 1, 2, 4, 7, 8

Specific Annual Actions to Achieve Goal

Based on the data from the ELA/Math Interims and Interim Comprehensive Assessments (ICA), professional development will be designed as needed.

The school will use disaggregated data to focus instruction on subgroups with lower reading and writing achievement. Students with special needs, Socio-economically disadvantaged, Male/Female, and English Language Learners will be disaggregated. Targeted support will be provided for each subgroup based on data. 100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum. Teachers will receive professional development if re-designation target is not met. Professional development will include a focus on the areas which students are not succeeding in re-designation. Teachers will continue implementing designated English Language Development to all designated English Learners and students who have been re-designated for less than 2 years. Teachers will use the EL Achieve curriculum as a means to effectively implement the instruction of ELD standards. Additional training in EL Achieve will be implemented as necessary.

Teachers will continue implementing the Writer’s Workshop model of writing instruction aligned to the Common Core Writing and Language Standards and Wonders reading units of study.

Teachers will continue to implement Close Reading using grade-level texts aligned to Common Core Reading Standards, with a focus on text dependent questions.

All teachers will use the Common Core aligned Eureka Math curriculum. Teachers new to the curriculum will receive initial training. The curriculum is Common Core aligned and includes math fact fluency. Students will consistently use an online math program as part of Blended Learning. The math program builds on math number sense skills and math concepts.

The school will continue to hire only highly qualified teachers.

All students will receive NGSS aligned materials. Any additional science materials needed, including technology, will be made.

The school will employ a Science Specialist Teacher.

Increase student engagement opportunities to pursue activities for fun and enrichment.

Goal 4, Outcome 1: The school will increase the number of students scoring above standard in ELA as measured by the California Dashboard - Distance from Standard (DFS) SBAC

Metric: California Dashboard

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	13.8 below	1 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
English Learners	26.5 below	17 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Socioecon. Disadv./Low Income Students	14.4 below	2 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Students with Disabilities	74 below	5 point growth	Maintain 5 point growth	Maintain 5 point growth	Maintain 5 point growth	Maintain 5 point growth
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	12.5 below	1 above	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 2: The school will increase the percentage of students scoring above standard in Math as measured by the California Dashboard - Distance from Standard (DFS) SBAC

Metric: California Dashboard						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	27 below	19 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
English Learners	35.1 below	22 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Socioecon. Disadv./Low Income Students	27.7 below	19 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	88.4 below	5 point growth	Maintain 5 point growth	Maintain 5 point growth	Maintain 5 point growth	Maintain 5 point growth

African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	26.1 below	17 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 3: 100% of classrooms will implement Common Core State Standards as measured by classroom observation tool

Metric: Aspire created observation tool

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 4: The school will increase the percentage of 3rd – 5th grade students who meet or exceed standards on the Aspire ELA Interim Comprehensive Assessment (ICA)

Metric: Aspire created ELA Interim Comprehensive Assessment (ICA)

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	34.3%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
English Learners	32%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
Socioecon. Disadv./Low Income Students	32.8%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	4.5%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	35%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

	significant at this time					
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 5: The school will increase the percentage of 3rd – 5th grade students who meet or exceed standards on the Aspire Math Interim Comprehensive Assessment (ICA)

Metric: Aspire created Math Interim Comprehensive Assessment (ICA)

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	38.9%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
English Learners	39.6%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
Socioecon. Disadv./Low Income Students	37.7%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	14.3%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	39.5%	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase	Maintain 5 percentage point increase

Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 6: 100% fully credentialed and appropriately assigned teachers

Metric: Aspire credential report

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 7: 100% of students will have access to appropriate instructional materials

Metric: Classroom instructional material inventory list

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Measurable Pupil Outcomes						
MPO GOAL #5 (Aligns to LCAP Goal #5)						
<i>Students who are English learners will increase their mastery of the English language</i>					Related State Priority: 4	
Specific Annual Actions to Achieve Goal						
<p>Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in re-designation.</p> <p>Teachers will implement designated English Language Development to all designated English Learners and students who have been re-designated for less than 2 years. Teachers will use the EL Achieve curriculum as a means to effectively implement the instruction of ELD standards. Additional training in EL Achieve will be implemented as necessary.</p> <p>The Dean of Instruction will continue to provide a professional development session on ELPAC.</p> <p>30 minutes of designated ELD instruction using EL Achieve has been implemented. Students receive instruction at their ELD level.</p> <p>Teachers will continue to implement Guided Language Acquisition and Design (GLAD) strategies throughout the day as part of our integrated ELD instruction.</p>						
Goal 5, Outcome 1: The school will increase the percentage of students who are Re-designated Fluent English Proficient (RFEP) and match or exceed the District’s reclassification rate.						
Metric: Aspire Reclassification Report						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022- 23	2023-24	2024-25
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	29%	31%	32%	33%	34%	35%
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A

Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

The school’s goals and student outcomes were designed with a focus on the whole child. Relevant curriculum, effective teaching strategies, social-emotional learning and a connection between home and the school is the foundation of the school’s goals.

Ensuring current, Common Core aligned, textbooks are available for all students will help to create students who are competent and confident learners. The school’s goal to ensure 100% of staff hired are appropriately credentialed leads to classrooms where higher levels of effective teaching strategies are found. Effective teaching strategies engage students, and help to create self-motivated individuals. The school has also established goals to ensure students receives a Broad Course of Study where students attend daily specials classes outside usual course of study; this includes PE, library, music and science.

Goals established in regards to restorative practices, and social-emotional learning, are designed to provide explicit skill development such as compassion, self-care, acceptance, etc. The clearly articulated social-emotional lessons emphasizes learning how to resolve conflict through dialogue while developing each scholar’s ability to be reflective.

The school has also established goals in regards to attendance, maintaining a low suspension rate, and parent participation. Designing a school experience where students consistently attend will maximize learning time. Creating a deep connection between the home and school will further allow scholars to achieve. The goals collectively lead to students who are self-motivated, competent and lifelong learners.

The Charter School’s Program Design Elements

The Charter School is designed to incorporate numerous research-based and proven program elements that are innovative, thoughtfully implemented, and results-driven, especially for the underserved student population of the Charter School. Aspire Public Schools addresses best practices in order to achieve the vision of College For Certain. These best practices (described in the following sections) include the following:

1. Building school communities where students and families are connected and teacher know their students well in order to meet their individual needs.

2. Providing more learning time per day and per year in order to maximize learning time and address all elements of the State Standards. This includes increased time for core subjects.
3. Instructional Design which is State Standards- aligned and which uses strategies, curriculum, and materials that ensure that student learning is personalized, monitored frequently, and leads to the wide ranging skills for 21st Century Learners.
4. Instructional program based on the Instructional Pyramid (see below) so that all areas of well-aligned content areas (ELA, Math, Science, etc.) are addressed: Vision, College Ready Metrics, Student Habits and Competencies, State Standards, Teacher and Leader Practices/Development, Content and Curriculum, Assessment Model, Data System, and Multi-Tiered Support System.
5. Social Emotional Learning and Culturally Responsive Teaching in order to powerfully support our students' social and emotional development and academic engagement to be caring and productive citizens.

Community

Aspire Public Schools are broken into divisions and small classes to create a community where each student is known personally.

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment is 425 students.
- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain 30:1 ratio in grades four through twelve³.

Learning Time

The Charter School provides roughly 10-15% more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. The Charter School has, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools.

³ https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf

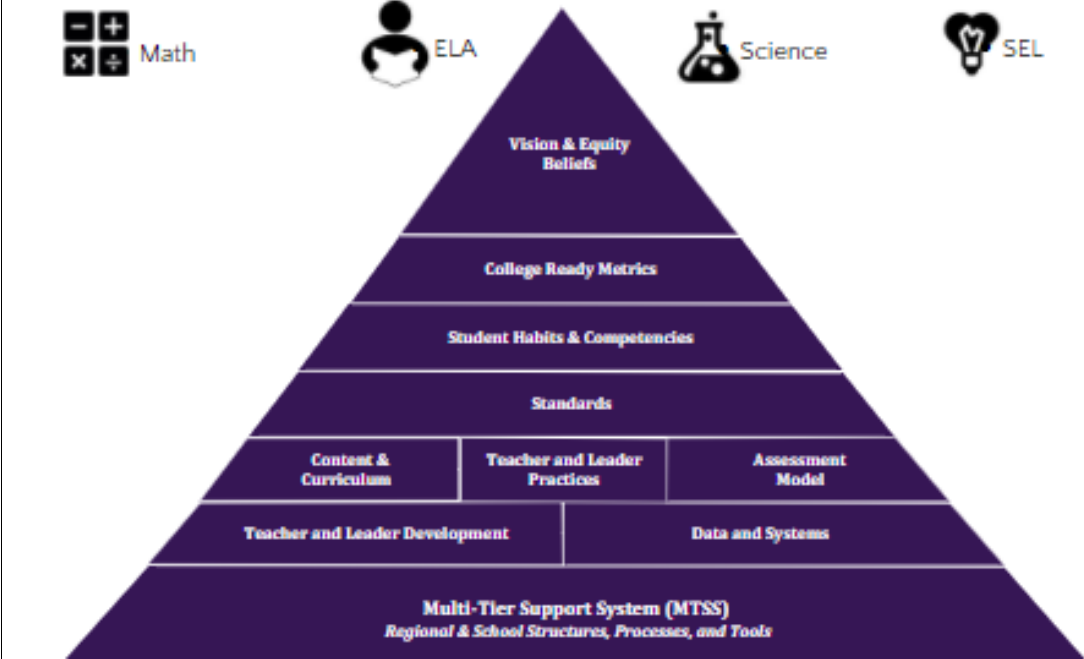
- *Longer School Year:* The Charter School provides approximately 180-185 days of instruction, which is more than most traditional public schools. Often there are additional instructional days. Some of these additional days are on Saturday, when families can attend class with their children.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

Self-Motivated and Lifelong Learners

Over the past three years, we have implemented additional programs, professional developments, and parent engagements around grit and growth mindset, focusing on developing our students in their Social, Emotional, and Behavioral Learning (SEBL). In particular, we have adopted a new curriculum called Paths for all classroom teachers that enable students to be self-motivated and life long learners.

Instructional Design

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher’s knowledge of how students best learn different topics, and are usually used in combination. The Charter School’s Instructional Methods for math, English Language Arts, science and history provide guidance for the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the State Standards and the Aspire Student Learning Rubric. The Charter School’s instructional methods are periodically revised to reflect what is being learned through implementation of the State Standards and the evolution of Aspire’s instructional program. (See Aspire Instructional Program Pyramid below).



The Charter School's Instructional Methods are available upon request. These guidelines, as well as the purchased curriculum materials, provide the structure for a State Standards-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives.

Brain-Based Research

Our approach to learning derives from brain-based research from many branches of science that has been compiled and described by the National Research Council in *How People Learn: Brain, Mind, Experience, and School* (Bransford et al, eds., National Research Council, 1999); and *How People Learn: Bridging Research and Practice* (Bransford et al, eds., National Research Council, 2000).

Our school incorporates these recommendations by supporting continuous growth through professional development in curriculum development and planning, and by implementing formative assessments that teachers need to support student learning. Teachers participate in Professional Development weekly on minimum days, and professional development is designed with the support of the Instructional Leadership Team. Teachers are also given planning time weekly on minimum days during which grade levels collaborate and vertical planning takes place across grade levels. Teachers discuss and further develop their pedagogical knowledge, together with content knowledge, as recommended by the National Research Council. The teachers have opportunities to discuss how they will assess students and how best to help students progress towards goals.

During professional development, teachers meet with an expert research practitioner in the area of science or social studies to plan lessons that respond to student's development. It is through these meetings that teachers are able to discuss and further develop their pedagogical knowledge, together with content knowledge.

With respect to *learning*, we believe that skills and knowledge must be constructed as students form concepts, understand parts of larger concepts, and are aware of themselves as learners and constructors of knowledge. When children are both problem solvers and problem generators, they become self-motivated and improve their problem-solving strategies. As active participants, students are involved in problem-solving projects where they conceive, design and engineer solutions to environmental or social challenges.

Literacy and mathematics skills are also incorporated into the teaching of all subjects so that children develop academic language in English in each content area. Students work in a variety of configurations: as individuals, as whole class and collaborate in groups to become specialized experts who explore concepts in depth. To further student awareness of themselves as learners, students use various forms of representation (i.e. writing, sketches with verbal descriptions, graphics, visual art, movement, song, poetry, etc.) to demonstrate their understanding. These different means of representation are used as formative assessments for teachers to evaluate student skills and comprehension. Recognizing the needs of our student population, especially with respect to English language development, our pedagogical approach is influenced and inspired by the following educational philosophies:

Lev Vygotsky

- Children must be given learning experiences in their “zone of proximal development” (ZPD); therefore, it is critical to have an approach that is differentiated for their unique needs.
- Teachers must be trained to provide comprehensible input for students in their ZPD so all students can find access to their grade level curriculum.
- “Social constructivism,” which emphasizes how understanding and making meaning grows out of social relationships. Adult guidance or peer interaction exceeds what can be attained alone.

John Dewey

- Children are active participants in their own learning.
- Students should be involved in real-life tasks and challenges.

Kate Kinsella

- English learners need to develop a multi-faceted knowledge of English
- To develop communicative competence, English learners need daily supported opportunities to use their second language
- Students must be provided with ample, meaningful opportunities to use academic language

Whole Child. We also know that children being raised in high poverty communities often face barriers to learning. Social issues such as unemployment, violent crime, child abuse and neglect, inadequate access to health care, poor nutrition, and mental illness make learning difficult. Children who live in fear of abuse, who suffer from neglect, or who are hungry or homeless struggle to thrive in school, regardless of their potential or intellect. Families who are struggling to meet the basic needs of their children face tremendous barriers in providing healthy environments for their children to learn, develop and thrive. Communities that are unsafe, with limited social opportunities for housing, employment and recreation, and connection with others, hinder children and families in living stable and well lives. (Curtis, 2002).

Accordingly, we understand that we must address the whole child -- the academic, psychological, cultural, social, emotional and physical development -- in the context of the family ensuring that the approach to education is systematic, integrated and comprehensive (Bransford et al, eds., National Research Council, 1999, 2000). Indeed, studies have shown that students in school with integrated curriculums experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school. (Aschbacher, 1991; Levitan, 1991, Willett, 1992.) Similar studies show that students in interdisciplinary programs make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002).

AFA also infuses STEM-based learning to engage students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art and Math. AFA students engage in interdisciplinary, learning experiences in order to foster creative thinking and problem solving, skills absolutely essential for success in the 21st century global economy. We know that how we teach is as important as what we teach and that how children learn is powerfully linked to what they are able to do. Therefore, our teachers align the curriculum to the California academic and performance standards, including the Common Core State Standards (CA CCSS) and the Next Generation Science Standards, so that students

have multiple and integrated opportunities to develop higher order thinking skills, such as the ability to solve problems, generalize ideas and skills, negotiate and compromise as a member of a team, and articulate and represent their ideas to others.

Response to Intervention and Instruction Strategies. AFA uses a modified Response to Intervention and Instruction (RtI2) strategy to ensure that all students and their families are supported with appropriate services in our educational and social service programs. The school has multiple, overlapping systems in place to ensure that no student falls through the cracks and that all students and their families receive the supports they need to be successful.

RtI2 uses a tiered strategy for identifying the service needs of a student. The first stage in applying an RtI2 model is documentation and school-based assessments. Based on well-articulated outcomes, teachers, family advocates and support staff will assess student capacity in academic achievement, social skills, home environment, and mental health.

The effective use of the RtI2 model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice. For all students, teaching strategies are varied — whole group, small group, individual and cooperative — based on student need, motivation and learning style. Parents are also provided with the knowledge and tools they need to support their children’s achievement in school through school-parent partnerships, ongoing engagement with parents during formal and informal meeting times, and parent-targeted workshops, activities, and events.

Teaching Methods

The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge. We center this work around the text of Archer (2010).
- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Problem Solving:* this method provides students with a step-by-step process for determining the solution.
- *Inquiry:* in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution. Inquiry may be referred to as a technique that encourages students to discover or construct information by themselves instead of having teachers directly reveal the information (Uno, 1999).

- *Culturally appropriate curriculum and instruction:* A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives. Culturally Responsive Teaching ("CRT") and Culturally Relative Pedagogy ("CRP") are two tenants of the Charter School's program which are based on the works of Gay (2018). The Charter School's teacher effectiveness framework includes a section on cultural relevance as an expectation in the classroom. This includes knowing and considering the backgrounds of students when planning and delivering lessons. Teachers are urged to select culturally sensitive and relevant materials, such as literature, when planning units. The Charter School disaggregates achievement data for the subgroups served and determine if our practices are effective for each group based on their outcomes. As an organization when we adopted units of study for State Standards, we replaced texts to be more diverse and appealing to a broader demographic. Further, The Charter School has an equity belief statement which specifically calls out culturally relevant teaching as a value in all Aspire Public Schools' charter schools.
- *Flexible supports:* Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports. The Charter School utilizes flexible groupings in the classroom to target leveled materials based on students' needs, for example small reading groups. Teachers will also pull small groups of students to the U-Table for additional support in math or reading when a gap in understanding is observed on a particular standard. The Dean of Instruction or para-professionals come to classrooms to pull or work with small groups of students needing more intensive support. Computerized interventions such as Lexia are employed to fill gaps based on diagnostic assessments. Students may also visit the learning center during or after school for targeted interventions based on need. Finally, both students identified with Individualized Education Programs ("IEPs") or those with severe academic gaps may work on modified assignments to fill gaps with the Education Specialist.
- *Diagnostic assessment:* Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students. There are a variety of local assessments used for diagnostic purposes. STAR REN is a digital reading assessment done quarterly to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. IReady is a digital assessment that finds standards gaps in both math and ELA to determine what practices on the computer can fill these gaps. Learn and the Aspire Math Interim Assessments are generated to monitor progress on the Eureka math curriculum. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally, the ELPAC will be used to assess English Learners to determine their annual English Language Development progress and prioritize interventions.

- *Authentic experiences:* In the early elementary grades at The Charter School, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at The Charter School, students focus on “reading to learn,” through reciprocal teaching, close reading, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.

References:

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.)

Uno, G. (1999). *Handbook on teaching undergraduate science courses: A survival training manual*. Independence, KY: Thomson Custom Publishing.

Instructional Program

Aspire Firestone Academy (AFA) is committed to serving a student population that requires a multidimensional program. Our students deserve a school that can offer acceleration, differentiated instruction, and equity. Our instructional program and curricular choices reflects these three aspects.

English-Language Arts and Mathematics

At the core of AFA’s educational program are our English Language Arts and Mathematics curriculum. In the content area of Reading and Writing, the Charter School adopted Wit and Wisdom by Great Minds, and has implemented this curriculum since 2018. In Mathematics, the Charter School adopted Eureka Math. The Eureka Math Curriculum was piloted in the 2016-17 school year, and was fully implemented K-5 in the 2017-18 school year. Both curriculums are State Board of Education-approved, are aligned with the Common Core State Standards and provide guidance and direction with lessons (pacing, scheduling, instructional strategies and methodologies) and publisher assessments to prepare all students for strong academic achievement.

Technology as a Tool

AFA prides itself in its ability to implement an instructional program with fidelity and meaning guided by the needs of our learners. Technology is used as a tool for research, communication, and production—just as it is in everyday life. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet (Bulgarian, 2006).

Technology is also used as a tool to provide students with additional opportunities for individualized learning at AFA. Aspire believes in classroom structures that enable small group and one-on-one instruction. Blended learning empowers teachers to deliver the individualized instruction that underserved students need to catch up and accelerate the students who have mastered the content. With some students solidifying skills on computers, teachers can work with smaller groups of students, meeting them within their zone of proximal development with the lessons they most need that day. Aspire uses effective software that is Common Core aligned and generates data to inform teachers' instruction, addressed bandwidth issues, and developed professional development to support teachers in moving to this new model. Aspire has also codified best practices around using technology for differentiation in classrooms, and has successfully helped teachers transition to a model that individualizes learning for students.

Students follow individualized learning paths on computers as part of their core instruction. This model creates a structure that supports more targeted small group instruction in the classroom and helps hone students' digital literacy skills. The School also employs an Education Technology Specialist that not only works with students on learning software, but is also working with staff and students to integrate robotics and digital creative expression into the student experience at the School.

Both ELA and Math are reinforced by a strong technology component, and students access these programs daily. Students utilize Learn, which is an online math learning platform. The components of Learn provide an opportunity for students to continue to practice the concepts taught in class via Independent Digital Lessons directly aligned to the Eureka Math curriculum utilized for direct instruction. Each K – 5th grade Independent Digital Lesson consists of an Adaptive Fluency, a Lesson-Aligned Fluency, Guided Practice, Independent Practice, and a Paper Exit Ticket. Students work through the Independent Digital Lesson at their own pace, but are supported by a designated ED Technology specialist who responds to program alerts as well as weekly data reports. Students can only access the next digital activity in the sequence once they complete their currently assigned activity. After a student successfully completes the Tower of Power (Independent Practice), the student earns a Badge. The student is then automatically moved onto the next lesson in the curriculum and will be assigned to the appropriate Number Gym activity. Outside of the assigned Digital Lesson in the Student Feed, students can review earlier Digital Lessons in the My Stuff section as a way to review previously taught material.

Lexia Reading is an ELA platform utilized in grades TK – 2nd. This program is also utilized in grades 3rd – 5th for students who are not reading at grade-level as measured by internal assessments. Lexia is a computerized reading program that provides phonics instruction and gives students Independent Practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction. The program supports skill development in the five areas of reading instruction identified by the National Reading Panel: (1) Phonemic Awareness, (2) Phonics, (3) Fluency, (4) Vocabulary, (5) Text Comprehension. Through individualized student data reports, teachers have the ability to target areas of challenge per student. Lexia as a Blended Learning tool also provides the teacher time to work with students in smaller settings, as this supplemental program is often integrated into daily instruction through mandatory small-group time. In

addition to Learn and Lexia the school implements the following computer based programs, and the goal is similar to the above-mentioned platforms, basic skill practice and standards reinforcement:

References:

Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance education*, 27(2), 139-153.

ELA:

- Typing Club (TK – 5)
- NewsELA (3rd – 5th)
- Read Theory (3rd – 5th)

AFA implements 1:1 Google Chromebook computers in all classrooms 1st – 5th grade. These computers can be utilized to take close reading notes, build student typing and platform proficiency, read a passage or have it read to them, and take publisher assessments that closely mirror the state’s platform. Teachers work diligently with their grade level peers during regularly scheduled grade level meetings to plan instruction and utilize the full potential of technology integration. AFA also employs a full-time Technology Specialist, who is supported by our Home Office. The Technology Specialist meets regularly with grade-level teams to review Blended Learning student data, while also supporting teachers in planning technology based lessons.

The Charter School uses a combination of California State Board of Education approved programs and curriculum developed in-house to meet The Charter School’s standards and build basic skills, higher-order thinking skills, and life-skills. The CCSS and Content Standards for California Public Schools will continue to define the skills, knowledge and abilities students are expected to master from transitional kindergarten through fifth grades. The core subjects at Aspire Firestone Academy are: English Language Arts, English Language Development, Mathematics, History-Social Science and Science. Current state adopted textbooks and materials, and other supplementary resources, establish the scope and sequence for each of the following curricular areas.

The table below specifies the subjects by grade level for each core content area:

Grade	English Language Arts	Mathematics	History- Social Science	Science
Transitional Kindergarten	<ul style="list-style-type: none"> -Reading: Literature Informational Text -Foundational Skills -Writing -Listening and Speaking -Language 	<ul style="list-style-type: none"> -Counting and Cardinality -Operations and Algebraic Thinking -Numbers and Operations in Base Ten -Measurement and Data -Geometry 	<ul style="list-style-type: none"> World History and Geography American History and Geography Core Knowledge Scope and Sequence 	<ul style="list-style-type: none"> -Physical Sciences -Life Sciences -Earth Sciences -Engineering, technology and applications of science
Kindergarten	<ul style="list-style-type: none"> -Reading: Literature and Informational Text -Foundational Skills -Writing -Listening and Speaking -Language 	<ul style="list-style-type: none"> -Counting and Cardinality -Operations and Algebraic Thinking -Numbers and Operations in Base Ten -Measurement and Data -Geometry 	<ul style="list-style-type: none"> World History and Geography American History and Geography Core Knowledge Scope and Sequence 	<ul style="list-style-type: none"> -Physical Sciences -Life Sciences -Earth Sciences -Engineering Design Engineering, technology and application of science.

Grade	English Language Arts	Mathematics	History- Social Science	Science
1st Grade	<ul style="list-style-type: none"> -Reading: Literature and Informational Text -Foundational Skills -Writing -Listening and Speaking -Language 	<ul style="list-style-type: none"> -Operations and Algebraic Thinking -Numbers and Operations in Base Ten -Measurement and Data -Geometry 	<ul style="list-style-type: none"> World History and Geography American History and Geography Core Knowledge Scope and Sequence 	<ul style="list-style-type: none"> -Physical Sciences -Life Sciences -Earth Sciences -Engineering Design -engineering, technology and applications of science
2nd Grade	<ul style="list-style-type: none"> -Reading: Literature and Informational Text -Foundational Skills -Writing -Listening and Speaking -Language 	<ul style="list-style-type: none"> -Operations and Algebraic Thinking -Numbers and Operations in Base Ten -Measurement and Data -Geometry 	<ul style="list-style-type: none"> World History and Geography American History and Geography Core Knowledge Scope and Sequence 	<ul style="list-style-type: none"> -Physical Sciences -Life Sciences -Earth Sciences -Engineering Design -engineering, technology and applications of science

Grade	English Language Arts	Mathematics	History- Social Science	Science
3rd Grade	<ul style="list-style-type: none"> -Reading: Literature Informational Text -Foundational Skills -Writing -Listening and Speaking -Language 	<ul style="list-style-type: none"> -Operations and Algebraic Thinking -Numbers and Operations in Base Ten -Numbers and Operations- Fractions -Measurement and Data -Geometry 	<ul style="list-style-type: none"> World History and Geography American History and Geography Core Knowledge Scope and Sequence 	<ul style="list-style-type: none"> --Physical Sciences -Life Sciences -Earth Sciences -Engineering Design -engineering, technology and applications of science
4th Grade	<ul style="list-style-type: none"> -Reading: Literature Informational Text -Foundational Skills -Writing -Listening and Speaking -Language 	<ul style="list-style-type: none"> -Operations and Algebraic Thinking -Numbers and Operations in Base Ten -Numbers and Operations- Fractions -Measurement and Data -Geometry 	<ul style="list-style-type: none"> World History and Geography American History and Geography Core Knowledge Scope and Sequence 	<ul style="list-style-type: none"> --Physical Sciences -Life Sciences -Earth Sciences -Engineering Design -engineering, technology and applications of science.

Grade	English Language Arts	Mathematics	History- Social Science	Science
5 th Grade	-Reading: Literature Informational Text -Foundational Skills -Writing -Listening and Speaking -Language	-Operations and Algebraic Thinking -Numbers and Operations in Base Ten -Numbers and Operations- Fractions -Measurement and Data -Geometry	World History and Geography American History and Geography Core Knowledge Scope and Sequence	--Physical Sciences -Life Sciences -Earth Sciences -Engineering Design -engineering, technology and applications of science

Curriculum

English-Language Arts (core):

English Language Arts: AFA’s ELA program is designed to reflect the ELA Common Core State Standards, specifically:

1. Increased Rigor/Text Complexity: Emphasis on supporting students in being able to work with increasingly more complex texts enhanced through strategic school action plan and training of lead teachers, deans, and ADMIN in partnership with Unbounded: Standards Institute
2. Nonfiction & Informational Text: A heavy focus on nonfiction, with informational texts used routinely to increase reading comprehension
3. Writing: Emphasis on written expression, in particular, across the curriculum and for various purposes and audiences grounded in cited evidence
4. Content literacy: Development of literacy skills across all content domains
5. Vocabulary: Focus on both general academic vocabulary and domain-specific vocabulary, especial for English Learners
6. Independent reading: Opportunities for choice and time to become lifelong lovers of reading
7. Reading, writing, speaking and listening skills- Integrating all lessons to teach, practice, and reinforce all four communication skills through school-wide GLAD strategies evident in all classrooms

With these design elements in mind, teachers choose ELA materials and plan with the following guidance on the standards:

1. Phonemic awareness and phonics
2. Balance of literacy and informational texts
3. Emphasis on text complexity, core texts, and text evidence
4. Strategic academic vocabulary
5. Integration of history/social studies, science and media/technology
6. Emphasis on multiple texts and critical/evaluative reading

Wit and Wisdom – was adopted in 2018 as the school-wide language arts and writing series. The following are Wit and Wisdom programmatic elements:

(Adler, Mortimer Jerome, and Charles Lincoln Van Doren. *How to Read a Book*. Touchstone, 1972, The Vermont Writing Collaborative. *Writing for Understanding: Using Backward Design to Help All Students Write Effectively*. Authentic Education, 2008)

Key Elements of Learning Design		Supporting Research (See sources above)
Building Knowledge	<ul style="list-style-type: none"> ▪ Each module builds knowledge about a worthy topic in literature, science, history, or visual art. ▪ A module Essential Question guides student inquiry. ▪ Students read carefully chosen literary, informational, and visual art texts. ▪ Topics strategically reoccur across Grades K–8, establishing a foundation of background knowledge. 	<p>Students who usually struggle with reading can outperform those who usually score high—if they possess more knowledge of a text’s topic.¹ They also acquire vocabulary much more quickly when reading numerous texts focused on one topic rather than a collection on scattered topics. In an effect known as “bootstrapping,” reading increasingly complex texts focused on a single topic allows students to access texts above their typical independent reading level by expanding relevant background knowledge and vocabulary.</p>

Key Elements of Learning Design		Supporting Research (See sources above)
<p>Rich, Complex Texts</p>	<ul style="list-style-type: none"> ▪ Students read complex, engaging, grade-level texts to build knowledge and develop essential reading, writing, speaking, listening, grammar, and vocabulary skills. ▪ Texts were selected for their literary merit and rich content. 	<p>Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not.</p>

Key Elements of Learning Design		Supporting Research
<p>Framework for Reading Complex Texts</p>	<ul style="list-style-type: none"> ▪ Students read complex texts using a framework of five Content Stages. ▪ Each lesson has a Content Framing Question, aligned to a Content Stage, to focus students’ exploration of the lesson’s text(s): <ul style="list-style-type: none"> ▫ Wonder—What do I notice and wonder about the text? ▫ Organize—What is happening in the text? ▫ Reveal—What does a deeper exploration of a text-specific element reveal about the text? ▫ Distill—What is the essential meaning of this text? ▫ Know—How does the text build my knowledge in a specific content area? ▪ Through repeated application of the Content Stages, students develop and apply habits of mind across texts and content areas. 	<p>Successful readers hold a “standard for coherence,” expecting to understand each aspect of a text.⁴ Repeatedly progressing through a sequence of purposeful, predictable close reading stages⁵ can establish and enable that standard for coherence.</p> <p>To comprehend any text, readers coordinate and execute many complex thinking processes.⁶ Each text’s unique attributes inform the varied questions, tasks, and standards students explore and practice with that text.</p>

Key Elements of Learning Design		Supporting Research
Integrated Approach to Literacy	<ul style="list-style-type: none"> ▪ All work with reading, thinking, speaking, listening, writing, vocabulary, and grammar ties into the module topic. ▪ Academic writing and discourse are based on module texts, leveraging students’ knowledge about the topic. 	<p>Reading, writing, speaking, and listening are interrelated aspects of the same act: communicating ideas through language. When studied together, these strands reinforce one another.⁸ Content integration levels the playing field among students with different types of background knowledge by focusing on information gained through reading rather than through personal experience.</p>

Key Elements of Learning Design		Supporting Research
Explicit Writing and Speaking Instruction	<ul style="list-style-type: none"> ▪ Students learn to convey information and express ideas through explicit instruction in the crafts of writing, speaking, and presenting. ▪ A progression of Craft Questions guides students in learning the elements of strong craft: <ul style="list-style-type: none"> ▫ Examine—Students begin by examining high-quality exemplars. 	<p>Effective writing instruction requires that students develop deep knowledge of content and craft. Knowledge of craft flows from direct instruction, including writing models.</p>

Key Elements of Learning Design		Supporting Research
	<ul style="list-style-type: none"> ▫ Experiment—Students practice the target skill in a scaffolded task. ▫ Execute—Students employ the skill in their own text-based work. ▫ Excel—Students revise their own work, and often that of a peer, cultivating mastery of the target skill. 	
<p>Meaningful, Frequent, and Varied Assessments</p>	<ul style="list-style-type: none"> ▪ Assessments occur in every lesson, with both formative and summative assessments throughout the module. ▪ Assessments tie to module and lesson content and build toward a culminating performance task for the module. 	<p>The most powerful type of assessment is the content-based performance task. Tasks should consist of work worth doing, reflecting best instruction.</p>

ELA instruction is delivered through mini lessons, independent work, small group work, conferring and sharing. The brief mini lessons that begin each day and is a time for teacher-led explicit instruction. Scholars sit with a long-term partner while in the mini lesson to help facilitate student discourse, sharing of ideas and academic support. While the CCSS aligned content of mini lessons will change from day to day, the structure remains largely the same, allowing students to anticipate how this time goes. Minilessons contain five components: (1) Connection, (2) Teaching, (3) Active Engagement, (4) Link, (5) Share. Connections allow the teacher to activate the students’ prior knowledge, and relate what they will be learning that day to prior learning.

After making connections, the teacher presents the teaching point of the day through direct instruction, usually with the aid of an anchor chart. The teaching point is directly related to the Common Core State Standards. Students actively engage through academic discourse, while the teacher adds information to the anchor chart based on student discussions. The teacher then links the skill to what the students will practice independently and in small groups that day.

The mini lesson is followed by independent work, conferring and small group work. While students work independently, the teacher circulates among them, observing their progress, conferring with individuals, and leading small group work. Students working independently draw on previously taught standards based strategies, developed across the unit (and across previous units, too).

Conferring is the teacher's opportunity to meet students exactly where they are and respond accordingly. Formative assessments is one of the main tools teachers use during this time. A formative assessment can include, but is not limited to, check-lists and anecdotal notes. The teacher keeps a running record of each child's progress. As the teacher moves among students, he or she will give feedback, name next steps, and help students maintain energy and momentum. Based on knowledge of each student, and formative data collected during conferring, the teacher will form a small group. To begin, the teacher gathers a group of four to six students who need instruction on the same standard. After a few minutes of instruction, the teacher will allow students to work together, and then will either watch and coach or go off to other scholars in the class, returning after a few minutes to check in on students' progress, and provide feedback.

At the end of each daily Wit and Wisdom lesson, the teacher creates a way to capture the power of that day's work, to remind readers and writers of what they have learned, and to give them the ability to share their work with each other. Share sessions are both instructional and inspirational.

This sequence allows classroom teachers to deliver CCSS aligned reading and writing lessons, while ensuring each student receives targeted instruction aligned to the Reading, Writing and Language CCSS.

In TK – 2nd grade, the school implements McGraw Hill Reading Wonders Phonics. This curriculum allows the school to deliver a coherent and systematic phonics program. The implementation of a systematic phonics program, Wit and Wisdom, along with computer programs like Lexia provides a multidimensional approach to phonemic awareness and phonics, fluency, reading comprehension strategies differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools/strategies.

English Language Development (core):

AFA implements both designated and integrated ELD instruction. Designated ELD occurs daily for 30 minutes using the EL Achieve curriculum. EL Achieve includes systematic ELD instruction in the

English language as its own subject of study designed to grow students' proficiency in English through coherent units of study focusing on language functions. Each student receives instruction at his or her specific ELD level. There is a variety of curriculum imbedded formative and summative assessments to monitor student growth. Strategies critical in the acquisition of academic language, an essential component of academic success, are interwoven in the program as well. The purpose of this time is language learning. The units, however, support content instruction (science, health, social science, and visual and performing arts) and students are learning language through topics that support instruction throughout the day. Instruction is backwards mapped from weekly language goals and designed to teach high-leverage language students need to develop English language proficiency. There are six themes for the following grade spans: Kindergarten, 1-2, 3-4, and 5-6 for three proficiency levels: Beginning, Intermediate, and Advanced. Units are aligned to Common Core Reading, Language, Speaking and Listening, and Writing Standards. Students are grouped by proficiency level and may switch classrooms within the appropriate grade span during a regular block of time in order to receive ELD instruction at their targeted proficiency level.

ELD is also integrated throughout the content areas. All teachers use an ELD standard from Part I and Part II of the California Department of Education English Language Development Standards for their Grade Levels in tandem with the content standard that they are addressing. Teachers also create a language objective that addresses the function that they expect their students to practice during structured student interactions. In addition to conducting formative assessments throughout the lesson for content, teachers also assess and give feedback to ELs about their language use within a specific content area. Integrated ELD is supported with specifically chosen GLAD strategies that will provide a vehicle for structured student interactions. GLAD strategies are a form of sheltered English instruction. These research-based strategies have been shown to have a positive impact on reading comprehension, vocabulary, and writing.

Five foundational GLAD strategies are:

1. Graphic Organizer Input Chart (GOIC)
2. Pictorial Input Chart
3. Expert Groups
4. Process Grid
5. Cooperative Strip Paragraph

History-Social Science (core):

The Charter School's History and Social Studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Even at a very young age, students learn to apply chronological, thematic and integrative thinking, develop and test

hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas.

Throughout the K-12 instructional program, Social Science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

The History-Social Science curriculum is based on the Content Standards for California Public Schools. AFA utilizes Core Knowledge History and Geography to implement the course of study for each grade level. In World and American History, students learn stories of major events and figures from prehistory to modern times. The content builds chronologically grade by grade to help children gain a greater understanding of the development and interactions of world civilizations and cultures, as well as the formation of the United States and principles of American democracy.

The study of geography embraces many topics intended to develop a spatial sense of the world and awareness of specific regions and cultures. It builds an understanding of the relations between place and culture and between people and their environment.

AFA emphasizes the use of historical literature (fiction and nonfiction), Internet research, character education, and community resources to teach the history - social science standards. Furthermore, students develop in the following three categories: 1) knowledge and cultural understanding - the incorporation of learning from history and the other humanities, geography, and the social sciences; 2) democratic understanding and civic values, and the rights and responsibilities; 3) and skills attainment and social participation, including the critical thinking and participation skills essential to the development of good citizens.

Mathematics (core):

Adoption of curricular materials is a crucial decision an organization can make to support scholars with content mastery. The Common Core State Standards describe what scholars are expected to learn and be able to do. Whereas the curriculum is a *course of study*, that supports long term mastery of a specified grade level content. However, what is taught in classrooms, the implemented curriculum, is heavily influenced by the adopted textbooks and other instructional materials.

We recognize that the curricular material can be a powerful tool for an educator when implemented effectively and with fidelity. In 2017, Aspire adopted Eureka Math as our core curriculum as it aligns to the Common Core State Standards and Math Shifts. Additionally, at the time, it received the highest ratings from expert reviewers, earning a nearly 100% rating from Ed Reports.

It is important that teachers are empowered to customize the lessons and pacing based on data. Each Eureka unit identifies lessons that can be collapsed or omitted based on teacher discretion and student data. We honor and respect the expertise of our teachers *and* we want to ensure the fidelity of the Aspire Math Program which includes the **primary use of Eureka**. Brain research indicates that continuity of academic program creates patterns that the brain seeks when it is engaged in the learning process.

As we move into our third year of using Eureka as our primary curriculum, we have identified the many strengths of the curriculum as well as lessons within the curriculum that can be improved and supplemented. As we begin the 2019-2020 school year, we are providing clear guidance and considerations for teachers that would like to supplement portions of Eureka with other instructional materials.

As such, Aspire only endorses and supports curriculum that has been reviewed, vetted and categorized as high quality material in all categories (Ed Reports) **as a supplement** to the core Eureka materials. Below you will find the two curricula that Aspire endorses as a supplement. We support teachers utilizing lessons from these highly rated curricular resources rather than teacher created materials.

- Illustrative Mathematics (free curriculum) is a highly rated curriculum focused on problem solving and conceptual understanding.
- When selecting a lesson or series of lessons, our teachers attend to the language of the standards and choose lessons which address the intended standards and aspects of rigor.
- If using lessons from another curriculum, **adhere to the pedagogical approach** intended in the lesson (i.e. inquiry based lesson, using the 5 practices).

Aspire Public Schools will conduct a math curriculum audit beginning in the fall of 2020. The purpose of this audit is to assess and make necessary modifications to our Math Program so that we serve our scholars with fidelity and coherence.

The Charter School's Math Program is guided by the following Vision: *All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and career, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.*

The program is designed to reflect the Math Common Core State Standards, specifically:

1. Shifting from mile-wide, inch-deep curriculum: Deep understanding of the most critical key topics at each grade level
2. Coherent progression: Mastery of these key grade level topics through coherent progressions across grade levels
3. Conceptual understanding and procedural fluency: Balance between building conceptual understanding while increasing procedural fluency

4. Foster reasoning and sense-making in mathematics: Critical-thinking and problem-solving skills students need to be successful 21st century thinkers

With these design elements in mind, teachers choose math materials and plan with the following guidance on the standards:

1. Focus and coherence: Key topics at each grade level and coherent progressions across grade levels
2. Balance of concepts and skills: Required both conceptual understanding and procedural fluency
3. Mathematical practices: Reasoning and sense-making in mathematics are fostered consistently
4. College and career readiness: Progression of rigorous skills building at every grade level

The Charter School students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

A key tool in mathematics instruction is the CCSS-based software program Illuminate. Illuminate creates, scores and reports CCSS-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Illuminate reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction.

The Charter School math classroom is marked by a focus on the Standards for Mathematical Practice and the Standards by Domain with a balanced approach provides both the conceptual understanding of math and the skills to solve problems. The Charter School has intensive math time in the daily schedule, and teachers weave the Eureka Math Program (grades TK-5) which is powerfully aligned with CCSS, into other content areas.

Eureka Math, published by Great Minds, is the school-wide mathematics series and has been implemented in all grades since August 2017. At the elementary level the focus is on the study of units. Each lesson in “A Story of Units” is comprised of four critical components: (1) Fluency Practice, (2) Concept Development (including the problem set), (3) Application Problem, and (4) Student Debrief (including the Exit Ticket). Each component described below serves a distinct purpose:

1. **Fluency Practice:** Supports the development of fluency skills which helps to reinforce the Concept Development (main lesson).
2. **Concept Development:** In this portion of the lesson students learn new content or skill based on the Common Core Standards. Within in Concept Development there is a “Problem Set,” which are a set of additional math problems allowing for extra practice and reinforcement.

3. **Application Problem:** In most lessons, this component is included to provide students with an opportunity to apply their skills and understandings in new ways.
4. **Student Debrief:** Every lesson closes with the teacher engaging students in a whole-group discussion, where students share their thinking and summarize their learning. This allows the teacher to gauge student understanding of the concept of the lesson
5. **Exit Ticket:** After the Student Debrief students complete the Exit Ticket. This formative data helps the teacher to plan and adjust upcoming lessons.

Learn is utilized in tandem with Eureka. During the mathematics block of time, scholars engage in the lesson sequence above, while also accessing the sequence of Learn lessons as previously described in Blended Learning. In this way, teachers are able to create math center rotations and/or small groups focusing on specific skills and providing individualized instruction.

Together these components promote balanced and rigorous instruction. Students move from the concrete to the pictorial to the abstract as opportunities for connections across mathematical strands are presented daily through mixed practice.

Science (core):

Teachers utilize the essential instructional practices of inquiry-based classroom discussion and cooperative groupings. The implementation of inquiry-based teaching is a major theme in national science education reform documents such as *Project 2061: Science for All Americans* (Rutherford & Alhgren, 1990) and the *National Science Education Standards* (NRC, 1996). These reports argue that inquiry needs to be a central strategy of all science curricula. Using a learning cycle approach in the classroom helps to facilitate inquiry practices because learning cycles focus on constructivist principles and emphasize the explanation and investigation of phenomena, the use of evidence to back up conclusions, and experimental design. Although there are several variations of learning cycles, a method to support inquiry-based teaching is the 5E Instructional Model (Bybee & Landes, 1990). The use of this model in several science education professional development programs is also addressed. These develop and promote the social learning context needed by students to support English language development. Students communicate using scientific language and vocabulary, and by reflecting in their inquiry journals. Students construct meaning by explaining and justifying their thinking using evidence based explanations.

A key component of the success of the AFA science program has been the implementation of Next Generation Science Standards across grade levels and subject matter. Aspire Public Schools is among a diverse group of eight California school districts and two charter management organizations actively implementing the Next Generations Science Standards through the support provided by participating in the CA NGSS K-8 Early Implementers Initiative. The Initiative was developed by the K-12 Alliance at WestEd with collaborative input on its design and objectives from the State Board of Education, the California Department of Education, and Achieve. The Kindergarten through Eighth Grade Initiative focuses on building teacher leaders in science to support NGSS implementation across California. Aspire, and the partner districts in the grant are models for how NGSS can be implemented. Teachers are supported with strategies

and tools including an instructional framework that incorporates phenomena-based learning. This framework aligns with the NGSS three dimensions--encompassing disciplinary core ideas, cross cutting concepts, and science and engineering practices. Using science notebooks, questioning strategies, and other approaches, students conduct investigations, construct arguments, analyze text, practice descriptive skills, articulate ideas, and assess their own understanding.

Aspire LA's grant team members include the regional Content Specialists and teacher leaders from elementary and middle school. These leaders disseminate instructional best practices during regional professional development and planning sessions. All of AFA's students receive instruction in NGSS based on unit storylines created using the Instructional Framework (Conceptual Flow process). Day to day storylines are created using the 5E learning sequence (see 5E learning sequence document): Engage, Explore, Explain, Extend/Elaborate and Evaluate.

In the Engage, students begin the learning task and share their prior knowledge of the concept to be learned. Students then move into the Explore phase, where they have a common experience that identifies and develops the skills, processes, and concepts needed to understand the phenomenon. Students then have an opportunity to Explain their understanding. The fourth part of the learning sequence is the Extend/Elaborate phase where students' conceptual understanding and skills are applied to a new learning experience. The fifth part of the learning sequence is the evaluate phase where the teacher and students reflect on the learning that has taken place and occurs throughout the lesson experience. Teachers use vetted NGSS materials from Mystery Science, STEMscopes, Picture Perfect Lessons, and other NSTA lesson materials found on nsta.org to support creation of 5E Learning Sequences and conceptual frameworks to develop student understanding in the NGSS Performance Expectations.

At AFA students in Kindergarten and First Grade receive 50 minutes of NGSS specific instruction per week, and students in grades Second through Fifth receive 100 minutes of NGSS instruction per week. Students experience phenomena-based instruction that gives them the opportunity to learn and apply the Disciplinary Core Ideas, Cross Cutting Concepts and Science and Engineering Practices (3Dimensions) in a group of Performance Expectations. An example of this unit work is the Third Grade Butterfly Migration Unit. The learning framework (conceptual flow) containing all of the dimensions, anchor and investigative phenomena, and summative assessments can be found in the science program documents. In a typical lesson, students are introduced to an investigative phenomenon, i.e.: a picture of a family of dogs. Students observe the video and then start to brainstorm wonderings and how they might answer their questions. The teacher chooses a student question to lead the inquiry (Explore) cycle. In this case, the teacher chose the question about where babies get their traits from. The teacher then asks students how they might answer the question. Students give a variety of ways to discover the answer to their question. They decide to look at other parent and offspring pictures to see if they can find a pattern to help them answer the question. Students collect qualitative data by going on a gallery walk and using their notebooks to document the traits of parents and offspring. While the students discuss and record, the teacher walks around the room and asks students questions about the pictures to gather formative data on student thinking. At the end of their collection,

students circle traits that the parents and offspring have in common with each other. They formulate an answer of their initial question and use evidence from their investigation to support their thinking. They also come up with additional wonderings which the teacher uses to either create another Explore and Explain cycle or Extend their knowledge. In this way, the students are using both the cross cutting concepts of patterns and the science and engineering practices of designing an investigation and analyzing data to support the answer to their question (an understanding of the disciplinary core idea). Through lesson experiences like this, AFA's students are experiencing science education that involves more opportunities to use systems thinking and modeling to explain phenomena in context. They also use multiple investigations driven by their questions to collectively lead to a deep understanding of all three dimensions. This is a shift from the way many of our teachers were used to giving science instruction: focusing on learning of discrete facts and relying on pre-planned cookbook approaches to teaching investigations.

In order to ensure student mastery and progress toward full implementation of the NGSS at AFA, the regional office has a Content Specialist, who supports administrators and teachers in this work. As part of the core leadership team, content specialists receive training in providing professional development created by the K-12 Alliance at WestEd Project Directors and Regional Directors. The Content Specialist provides support to AFA teachers by providing eight professional development sessions throughout the year. In 2017-18 topics included How People Learn, using Notebooks for formative data collection, and Modeling. In 2018-19, teachers received professional development in building Learning Frameworks using the Conceptual Flow process, Analyzing Instructional Materials for the three dimensions, and a deep dive into the Cross Cutting Concepts.

The content specialists use the K-8 Early Implementer's Lesson Observation tool and the Practice Tool, as well as Aspire's Student Learning Framework to support teachers and administrators in building understanding of NGSS, as well as create plans for next steps in the implementation process during learning walks and lesson observation cycles with teachers.

References:

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Bybee, R., & Landes, N. M. (1990). Science for life and living: An elementary school science program from Biological Sciences Improvement Study (BSCS). *The American Biology Teacher*, 52(2), 92-98. Rutherford, F. J., & Alhgren, A.

(1990). *Project 2061: Science for all Americans*. New York: Oxford University Press

The following courses are defined as non-core courses:

Social Emotional Behavioral Learning (non-core):

Aspire Social and Emotional Learning Vision Statement

The Charter School is committed to **supporting our students' social and emotional development** to be caring and productive citizens. We engage in **culturally responsive and equitable practices** in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

SEL competencies are taught throughout the school day and during special SEL blocks of time that features the use of circles for relationship and group identity building as well as for restoration of community (Community Circles). Paths curriculum is being implemented this year with the purpose of developing self-awareness, empathy, and strategies for managing emotions and conflict. In addition, smaller groups are organized for 6-8 week blocks to support students with more intense, Tier 2/3 SEL needs such as healthy social relationships, anger management and coping with grief.

The Promoting Alternative Thinking Strategies (PATHS) curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counselors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also available for parents.

The PATHS curriculum is organized into separate grade-specific classroom kits for PreK/Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4. and Grade 5/6. PATHS is designed to be taught two or more times per week for a minimum of 20-30 minutes per session. Systematic, developmentally based lessons, materials, and instructions are provided to facilitate emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. Key objectives in promoting these developmental skills are to prevent and to reduce behavioral and emotional problems.

Through multiple studies the PATHS curriculum has been shown to deliver the following outcomes:

1. Lower rate of conduct problems and externalizing behaviors (e.g., aggression)
2. Lower internalizing scores and depression
3. Better understanding of cues for recognizing feelings in others
4. Better ability to resolve peer conflicts, identify feelings, identify problems, and greater empathy for others
5. Less anger and attribution bias
6. Reduction in ADHD symptoms
7. Better scores on measures of authority acceptance, cognitive concentration, and social competence.
8. Higher test score proficiency in reading, writing, and math
9. Reduction in adolescent delinquency

Significant Program Effects on Risk and Protective Factors:

1. Improvements in social problem solving, emotional understanding, and self-control
2. Higher scores on peer sociability and social school functioning.

AFA remains committed to developing each scholar's social-emotional and behavioral competencies. Lessons are implemented weekly, and all classrooms reflect program elements suggested by PATHS.

Visual and Performing Arts (non-core):

Appreciation and participation in the fine and performing arts are essential to each student's development. Emphasizing creativity and self-expression, the arts are integrated into the instructional program in order to inspire students, help concepts and information come to life, support multiple intelligences and experiential learning, and ensure cultural literacy. Visiting artists, field trips, after school classes, parent docents, and partnerships with arts-focused organizations like Inner City Arts also provide important programs in the arts. Music is also a regular part of the instructional program every student.

Physical Education

According to federal guidelines, the AFA Health and Wellness Policy promotes healthy food choices throughout the school day, active physical participation by all students, and holds all stakeholders responsible for ensuring that the full intent of the guidelines are met. Using the Physical Education Model Content Standards for California Public Schools as the guide for instruction, physical education is scheduled for all grade levels to include 200 minutes of physical education every ten school days. The Aspire Elementary Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games (such as Four Square), and some net games. Recess time and lunch playtime reinforce the skills, activities, and games which are learned during PE class.

Morning Meetings (non-core)

All members of the school come together to connect, build community and character, and prepare for the day.

Interventions and Enrichment

The Charter School instructional program is designed with the understanding that not all students learn at the same pace in the same way; therefore, all available data drives the teacher's response to the individual student's learning needs. The Response to Intervention Program is used at the

Charter School, in order to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade level standards. The most important element of RtI is a tiered approach to progress monitoring in order to assess how students are doing and the effectiveness of the curriculum, as follows.

- **Tier 1** is at the classroom instruction level, ensuring that teachers are differentiating the instruction in order to understand each student's strengths and weaknesses. This could mean individual assistance, small group review, and personalized courseware experiences.
- **Tier 2** adds supplemental interventions that can happen in or outside of the regular classroom and occurs more frequently. Targeting instructional needs like this may often happen with a specialized teacher or instructional assistant.
- **Tier 3** interventions are designed for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute sessions every week for nine to twelve weeks, with specialized materials and approaches.

All teachers at the Charter School receive professional development on intervention strategies, especially those tailored to the specific needs of English Learners and/or students of underserved populations. The tiered approach to intervention moves quickly and must be efficient enough to give students the support they need and deserve just in time. If Tier 3 assistance is still unsuccessful, the teacher works with the Principal and Leadership Team to move forward with the SST process to determine next steps.

Assessment

At Aspire Public Schools, assessment is a critical tool for observing individual student progress, determining the efficacy of individual teachers, and evaluating the success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on students' learning regarding all three outcomes. Aspire students are assessed through:

All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code including, but not limited to, Smarter Balanced Assessment Consortium assessment, ELPAC and Physical Fitness Test;

Other nationally recognized norm-referenced and/or developmentally based tests (e.g. STAR Renaissance Reading Assessment, Fountas and Pinnell reading benchmarks and running records)

- Specialized assessments developed by Aspire for all areas of the academic core (e.g. Project Rubrics, Performance Tasks);

- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, reflection logs, internship mentor reports)

Transitional Kindergarten

Aspire Public Schools offers [Transitional kindergarten](#) (TK) to all eligible students, and it is designed to be a bridge between preschool and kindergarten. Although there is no state mandated curriculum, our transitional kindergarten is modeled on a modified kindergarten curriculum that is age and developmentally appropriate. It will introduce many of the skills needed for success to our younger students who will enter kindergarten the following year. Our program is aligned to the Common Core State Standards for kindergarten and the California Department of Education's Preschool Learning Foundations.

Our goal is to teach social and emotional skills, such as self-confidence and cooperation, and early academic skills, such as numbers and letters. In TK, teachers help children develop skills through activities that build confidence and communication. They also expose children to reading and math in exciting, interactive ways by using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns.

Students are selected using our established enrollment criteria and priorities. Scholars who are enrolled in TK can enroll in traditional kindergarten classes the following year. Depending on the number of TK students enrolled at a school site, the school may create a stand-alone TK class, or the TK students may be integrated into a Kindergarten classroom. The school follows the California Department of Education's guidance, and our program is aligned to the guidelines in the California Preschool Learning Foundations. All TK teachers are appropriately, and fully, credentialed.

The TK daily instructional schedule follows the same calendar and bell schedule as our traditional kindergarten, with all students receiving a minimum of 360 minutes of instruction on a typical day. TK students receive daily instruction in Mathematics, English Language Arts, Science, Social Studies, Social-emotional and Behavioral learning. They also participate in our Specials classes such as Music, Art, Library and P.E. The school implements a report card that is highly aligned to California state guidance for early learning, and is differentiated from our traditional kindergarten report card.

Aspire Firestone Academy | 2020-2021 School Calendar

July						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

September						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

May						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Minimum Days | Student Led Conferences (Districtal or 12:45pm)
 First and Last Day of School | Back to School and Open House

Teacher work and Planning days
 Holidays and Breaks

* Our calendar is subject to change.

*School calendar subject to change

Aspire Firestone Academy 2020-2021

Recess and Lunch Schedule

School Start Time: 7:45am



RECESS

9:15 – 9:30	AFA K – Recess Small yard/ 1 st Big yard
9:45-10:00	AFA 2 nd & 3 rd Recess Big yard
10:00-10:15	AFA 4 th & 5 th Recess Big yard

LUNCH TIME

LUNCH & LUNCH RECESS

10:50 – 11:15	AFA K – 1 eat
11:15 – 11:35	AFA K – 1 play
11:40 – 12:05	AFA 2 nd – 3 rd grade eat
11:40 – 12:00	AFA 4 th – 5 th grade play
12:05 – 12:25	AFA 2 nd – 3 rd grade play
12:00 – 12:25	AFA 4 th – 5 th grade eat

School End Time (Regular Day): Firestone – 2:45pm (M – Th)

School End Time (Minimum Day): Firestone – 12:45pm (Fri's)

**Aspire Firestone Academy
Bell Schedule
2020-2021**

Kindergarten						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
7:45	Morning Meeting	15		7:45	Morning Meeting	15
8:00	Council/Community Circle	30		8:00	Council/Community Circle	30
8:30	Math - Calendar	15		8:30	Math Calendar	15
8:45	Writing	30		8:45	ELA Instruction	30
9:15	Recess	N/A		9:15	Recess	N/A
9:30	ELA Instruction	30		9:30	English Language Development (ELD)	30
10:00	ELA Learning Stations	50		10:00	Math Problem Solving	30
10:50	Lunch	N/A		10:30	Independent Reading	20
11:35	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	50		10:50	Lunch	N/A
12:25	English Language Development (ELD)	30		11:35	Read Aloud	25
12:55	Math Instruction	40		12:00	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	40
1:35	Math Learning Stations	30		12:40	Close the Day	5
2:05	Phonics Instruction	25		12:45	Dismissal	N/A
2:30	Close the Day	15				
2:45	Dismissal	N/A			*Social Science is embedded in the ELA Lessons	
Total Instructional Minutes		360/day		Total Instructional Minutes		240/day

First Grade						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
7:45	Morning Meeting	15		7:45	Morning Meeting	15
8:00	Council/Community Circle	10		8:00	Council/Community Circle	5
8:10	Independent Reading	20		8:05	ELA Instruction	70
8:30	Phonics Instruction	20		9:15	Recess	N/A
8:50	ELA Instruction	25		9:30	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	50
9:15	Recess	N/A		10:20	English Language Development (ELD)	30
9:30	Math Instruction	80		10:50	Lunch	N/A
10:50	Lunch	N/A		11:35	Independent Reading	20
11:35	Math Learning Stations	20		11:55	Math Instruction	40
11:55	Writing	30		12:35	Close the Day	10
12:25	English Language Development (ELD)	30		12:45	Dismissal	N/A
12:55	ELA Learning Stations	30				
1:25	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	50				
2:15	Math Review/Close the Day	30				
2:45	Dismissal	N/A			*Social Science is embedded in the ELA Lessons	
Total Instructional Minutes		360/day		Total Instructional Minutes		240/day

Second Grade						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
7:45	Morning Meeting	15		7:45	Morning Meeting	15
8:00	Council/Community Circle	10		8:00	Council/Community Circle	25
8:10	Phonics	20		8:25	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	50
8:30	ELA Instruction	25		9:15	Writing	30
8:55	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	50		9:45	Recess	N/A
9:45	Recess	N/A		10:00	Independent Reading	30
10:00	Math Instruction	85		10:30	Math Instruction	70
11:25	Math Learning Stations	15		11:40	Lunch	N/A
11:40	Lunch	N/A		12:25	Close the day	20
12:25	English Language Development (ELD)	30		12:45	Dismissal	N/A
12:55	Writing	60				
1:55	ELA Learning Stations	40				
2:35	Close the day	10				
2:45	Dismissal	N/A			*Social Science is embedded in the ELA Lessons	
Total Instructional Minutes		360/day		Total Instructional Minutes		240/day

Third Grade						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
7:45	Morning Meeting	15		7:45	Morning Meeting	15
8:00	Math Instruction	55		8:00	Math Instruction	50
8:55	<i>Specials</i> : Science, PE, Art, Library, or Music (rotating days)	50		8:50	<i>Specials</i> : Science, PE, Art, Library, or Music (rotating days)	55
9:45	Recess	N/A		9:45	Recess	N/A
10:00	ELA Instruction	65		10:00	ELA Instruction	60
11:05	ELA Learning Stations	35		11:00	Social Emotional Learning	15
11:40	Lunch	N/A		11:15	Independent Reading	25
12:25	Community Circle	15		11:40	Lunch	N/A
12:40	Math Instruction	20		12:25	Close the Day	20
1:00	Independent Reading	15		12:45	Dismissal	N/A
1:15	ELA Learning Stations	40				
1:55	English Language Development	30				
2:25	Close the Day	20				
2:45	Dismissal	N/A			*Social Science is embedded in the ELA Lessons	
Total Instructional Minutes		360/day		Total Instructional Minutes		240/day

Fourth Grade						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
7:45	Morning Meeting	15		7:45	Morning Meeting	15
8:00	Community Circle	15		8:00	Community Circle	15
8:15	ELA Instruction	60		8:15	Writing	30
9:15	Writing	45		8:45	Math Instruction	75
10:00	Recess	N/A		10:00	Recess	N/A
10:15	Math Instruction	85		10:15	ELA Instruction	45
11:40	Lunch	N/A		11:00	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	40
12:25	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	50		11:40	Lunch	N/A
1:15	ELA Learning Stations	45		12:25	Close the Day	20
2:00	English Language Development (ELD)	30		12:45	Dismissal	N/A
2:30	Close the Day	15				
2:45	Dismissal	N/A			*Social Science is embedded in the ELA Lessons	
Total Instructional Minutes		360/day		Total Instructional Minutes		240/day

Fifth Grade						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
7:45	Morning Meeting	15		7:45	Morning Meeting	15
8:00	Math Instruction	55		8:00	Math Instruction	55
8:55	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	50		8:55	<i>Specials:</i> Science, PE, Art, Library, or Music (rotating days)	50
9:45	Recess	N/A		9:45	Recess	N/A
10:00	ELA Instruction	65		10:00	ELA Instruction	60
11:05	ELA Learning Stations	35		11:00	Social Emotional Learning	15
11:40	Lunch	N/A		11:15	Independent Reading	25
12:25	Community Circle	15		11:40	Lunch	N/A
12:40	Math Instruction	20		12:25	Close the Day	20
1:00	Independent Reading	15		12:45	Dismissal	N/A
1:15	ELA Learning Stations	40				
1:55	English Language Development	30				
2:25	Close the Day	20				
2:45	Dismissal	N/A			*Social Science is embedded in the ELA Lessons	
Total Instructional Minutes		360/day		Total Instructional Minutes		240/day

Instructional Days and Minutes Calculator Table

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	137	360			43	240			180	36000	59640	23640
1	Yes	137	360			43	240			180	50400	59640	9240
2	Yes	137	360			43	240			180	50400	59640	9240
3	Yes	137	360			43	240			180	50400	59640	9240
4	Yes	137	360			43	240			180	54000	59640	5640
5	Yes	137	360			43	240			180	54000	59640	5640
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

PROFESSIONAL DEVELOPMENT

Effective Teachers

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core and college prep teachers will meet the requirements of Education Code Section 47605(l); core and college prep teachers and paraprofessionals will meet applicable Every Student Succeeds Act requirements. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, The Charter School will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Once teachers are hired, aspire invests in their continued professional development. Teachers new to Aspire participate in regional trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

In addition, Aspire conducts formal and informal observations of instructional practice. Teachers receive frequent observations from a trained observer throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework ("ASLF"). Originally based on The New Teacher Project's ("TNTP") Core Teaching Rubric, the ASLF includes five domains that

describe student academic behaviors and outcomes in effective Aspire classrooms. Each domain includes a separate list of instructional strategies, known as Core Teacher Skills, that teachers may utilize to improve student performance in the given area of focus.

High-quality training and support practices are essential components of a successful educational system. In order to ensure that all teachers receive longitudinal training and support, Aspire Public Schools has developed a clearly articulated teacher-credentialing program for both pre-service and new teacher induction and mentoring. The Aspire Teacher Residency Program, in partnership with Alder Graduate School of Education, and the Aspire Beginning Teacher Induction Program are two systems designed to provide a support structure so that new teachers can receive individualized assistance and guidance.

Schoolwide Professional Development

Professional development can be divided into the following major approaches:

- New Teacher Training over the summer for all teachers new to Aspire
- Summer Training for all teachers and staff
- Friday afternoons (early dismissal)
- PLC’s: Focused on culture, equity, and tiered behavior supports every 5-6 weeks (Dean, counselor, SPED, and grade level teams)

Professional development is devoted to achieving LCAP goals, especially to execute a high quality instructional program and provide educational options to ensure every student graduates college ready and the measurable outcomes tied to its achievement.

In the first year of the new charter term the school will focus on professional development for mathematical Language Routines and Integrated ELD.

Aspire Firestone Academy Professional Development	
Date	Topic
August 1st	Summer Retreat: Welcome and Launch
August 2nd	Summer Retreat: Site-wide Expectations and Norms: Better than Carrots or Sticks

August 5th	Regional PD Day
August 6th	Better than Carrots or Sticks Follow-Up - AFA norms
August 7th	CPR Training
August 8th	Emergency Preparedness
August 16th	First Week Reflections and Celebrations
August 23rd	School Culture PD
September 6th	Literacy PD
September 16th	All-Day Site PD - COIs
September 20th	School Culture PD
September 27th	Literacy PD
October 18th	School Culture PD
November 1st	Literacy PD
November 15th	School Culture PD
December 2nd	All-Day Site PD-COIs

December 6th	Needs Assessment
December 13th	Literacy PD
January 13th	Regional PD Day
January 17th	Reflections and Celebrations
January 24th	School Culture PD
February 7th	ELPAC PD
February 10th	All-Day Site PD – Crisis Response and OnCourse Training
February 21st	Literacy PD
March 6th	School Culture PD
March 13th	All-Day Site PD – Trauma Informed Care Part 1
March 27th	SBAC PD
April 13th	All-Day Site PD – Trauma Informed Care Part 2
April 17th	Literacy PD
April 24th	School Culture PD

May 29th	Needs Assessment
June 12th	EOY Reflections and Celebrations
June 18th	All-Day Site PD – Planning for 20-21

MEETING THE NEEDS OF ALL STUDENTS

Support for English Learners

Overview

The Charter School assures equity in access to a rigorous standards-based, college preparatory, curricula for English Learners (“ELs”). Aspire Public Schools defines an equitable educational system as the following:

- Opportunity for ELs to receive instruction that produces high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning is implemented in a culturally relevant manner.

The Charter School meets all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire implements policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and capitalize on students’ multilingual and multicultural proficiencies.

The Charter School administers the English Language Proficiency Assessments for California (“ELPAC”). The Charter School’s program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. The Charter School’s EL Master Plan can be found in Tab 8.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on registration forms). Students in the country less than twelve months are given the state's Designated Primary Language Test (currently the Aprenda and Standards-Based Tests in Spanish or student's first language) to determine the student's academic proficiency when tested in his/her home language.

ELPAC Testing

All students who indicate that their home language is a language other than English go through the following:

- If the student is new to California, the student is given the Initial English Language Proficiency Assessment for California or the current California language assessment and tested within thirty days of initial enrollment and at least annually thereafter with the Summative ELPAC between February 1 and May 31 until re-designated as Fluent English proficient.
- Aspire notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- As soon as the ELPAC data is received from the state, the data is imported into Aspire's Data Portal.

Teachers and administrators use individual scores to understand where each student's strengths and weaknesses are in regards to the domains: writing, reading, listening and speaking. This is used both during integrated ELD instruction and Designated instruction to ensure students are receiving the leveled support they need, while also being provided the tools for success across the content areas.

Reclassification Procedures

ELs will take the Summative ELPAC every year until they are reclassified as Fluent English proficient. The Summative ELPAC is only given to students who have previously been identified as an EL based upon the Initial ELPAC results, in order to measure how well they are progressing with English development in each of the four domains (Reading, Writing, Listening, Speaking). The results are used as one of four criteria to determine if the student is ready to be reclassified as Fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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

Reclassification (Exit) Criteria

Required Criteria (EC Section 313[f])	Aspire General Education Criteria
Assessment of English Language Proficiency	Overall score of Level 4 on Summative ELPAC
Teacher Evaluation	Teacher agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent agrees that student should be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>Scored at or above on <u>one</u> of the following academic indicators:</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. Below Grade Level on STAR Ren (Grades 2-12) 4. Mastered 80% of ERD tasks in quarter 4

After receiving the Summative ELPAC results each year, the Home Office sends a list of possible students for reclassification based on the 1st and 4th criteria. Teachers and Parents/guardians are then consulted in determining if the student is reclassified as Fluent English Proficient

For four years after a student is reclassified as Fluent English Proficient (“RFEP”), student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of RFEP students. If students do not move ahead in their academic progress as measured by internal and external measures, they receive additional intervention services from the Intervention Teacher.

Assessment of English Learners with Disabilities

Students with disabilities participate in the state assessments for English Language proficiency as determined by their IEP team. IEP teams consider whether a student requires accommodations to participate in the statewide assessment, and specify which accommodations the student needs. If the team determines the statewide assessment is not appropriate for the student based

on their individual needs and disability, the student participates in an alternate assessment to assess their English language proficiency. IEP teams use the participation criteria for alternate assessments provided by the California Department of Education to guide their decision making for participation in alternate assessments for individual students.

Students with IEPs who are also English Language Learners are enrolled in an appropriate English Language Development class, and will receive support from an English Language Development teacher with second language acquisition expertise. Special Education teachers are required to have an EL Authorization in order to support development of ELD goals and services on a student's IEP. The special education teacher will use data points from the student's ELPAC results, ELD curriculum measures, ELD teacher observations, work samples, and special education teacher observations in order to write a comprehensive present level of performance that draws upon second language acquisition expertise as well as knowledge around the student's disability. The student will have an English Language Development IEP goal developed based on their greatest area of need in ELD, as identified by both the ELD teacher and special education teacher, and an IEP service supporting this goal will be implemented. This service will be provided by qualified special education personnel who collaborates with the English Language Development teacher. The IEP team will discuss the appropriate testing accommodations for the student on the ELPAC and ensure this is documented on the IEP. The IEP team will also clearly document the stage of language development the student is in on the IEP, and will update with the most recent information at each IEP meeting.

Reclassifying English Learners with Disabilities

A student with a disability may be reclassified as fluent English proficient according to criteria for students with disabilities. If an IEP team identifies that an alternate assessment is appropriate for a student, their performance on the alternate assessment is used as a measure of their English language proficiency in place of the statewide assessment to determine reclassification. IEP teams, which include the parent, determine whether a student has met the criteria for reclassification as identified by the LEA, with consideration of alternate assessments as a means to determine language proficiency and basic skills.

<u>State Criteria</u>	<u>Aspire Policy</u>
Assessment of English Language Proficiency (ELPAC SA Test Results)	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability.</p> <p>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student’s disability)</p>
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent agrees that the student should be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. Two levels below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. STAR Ren level at the average of an English Only student with a similar disability 5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. <p>Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)</p>

For Students with Disabilities on Alternate Curriculum

<u>State Criteria</u>	<u>'17-'18 and '18-'19 Aspire Policy (no change)</u>
Assessment of English Language Proficiency	<u>VCCALPS</u> assessment with a score of 49 or above
Teacher Evaluation	Education Specialist agrees the student should be reclassified based on evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability. Basic Skills assessment used in IEP testing (i.e., OWLs, WJ or WIAT)

Student Achievement Goals

1. Academic Achievement – English Learners show evidence of academic achievement at the same rate or higher as measured by performance tasks, Star REN, ICA Assessments, Eureka Math Interims for K-5, and the State Standards Assessments. Each Aspire Public Schools' charter school's individual charter and LCAP provide specific growth targets.
2. Reclassifying English Learners - All English Learners who meet established criteria are reclassified. There are established follow-up procedures to monitor and support reclassified fluent English proficient students as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The state required conditions for reclassifying are as follows:
 - a. Assessment of English Language Proficiency
 - b. Teacher Evaluation
 - c. Parent Opinion and Consultation
 - d. Comparison of student performance in basic skills against an empirically

established range of performance in basic skills based on the performance of English proficient students of the same age.

Strategies and Support

Support for English Learners varies as much as the individual student. Each child brings their own unique strengths. English learners' needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling. The School provides comprehensive support for English Learners through professional development and analysis of data to support teachers' ability to meet these differentiated needs. By having a common understanding of students' needs and the goals for all students, the school provides a consistent program no matter the adult working with a child.

The tenets of the program include these guiding principles:

- The priority for instruction is language learning and exploration.
 - All students who are English Language Learners participate in a daily 30 minute designated English Language Development learning experience with a focus on speaking.
 - In TK-5th grades, teachers incorporate integrated English Learner supports and instructional strategies throughout all content areas. These strategies are identified based on trends from multiple sources of data and incorporated into unit and lesson planning.
 - TK-2nd grade teachers utilize integrated ELD instructional supports during foundational skills teaching, which support all learners and provide additional scaffolds and practice for English Learners
 - All classrooms TK-5th grade, engaged in structured academic discourse in all content areas, with appropriate scaffolds (such as pictures, vocabulary previewing, sentence stems, strategic partnerships) based on students needs
- Using our RtI program, students are grouped by proficiency level, as determined by multiple sources such as ELPAC results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, F&P, SBAC) along with oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- The school English Learner Advisory Council (ELAC) helps to review EL supports and provides feedback on additional needs.

Designated English Development

Kindergarten through 5th Grade

All general education teachers provide a block of designated ELD instruction to a group of students within their grade-level or grade-span. Placement is based on proficiency level, students at risk of becoming long-term English Learners (LTEL's), LTELs, newcomers, and special education status. Students are grouped within one level of their proficiency level. The program is guided by the LEA's ELD goal and monitoring tool for LCAP. All schools follow a designated ELD curriculum, such as EL Achieve, which aligns with ELD standards in listening, speaking, reading, and writing. Student progress is monitored through formative and summative assessments. Teachers analyze assessment data to provide differentiated learning targets and supports within each proficiency level. For example, students at a "late beginning" level are taught more advanced vocabulary and language frames than students at a "beginning" level within the same designated ELD class. Supports are given and removed according to a student's proficiency within that level.

Students at ELD levels 4-5, who are considered "reasonable fluency" receive integrated supports in the mainstream English classroom. Aspire schools may use specific ELD programs to deliver integrated supports. For example, Aspire Los Angeles has contracted with EL Achieve™ to train content-area teachers in SDAIE strategies. Each secondary site has approximately 10-20 trained teachers. The EL Achieve™ strategies include a focus on language anchors for the following language functions: cause & effect, compare & contrast, description, argument and sequencing. Once the language function of a text is determined, teachers must consider what specific vocabulary or syntax the content is asking students to use in order to express their ideas. For example, a compare/contrast function may use the vocabulary, however, both and employ parallel sentence construction. EL Achieve™ also focuses on structured student talk, genre-writing, and task analysis to enable EL students to access rigorous content at the secondary level.

Integrated English Language Development

Aspire provides EL students full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) to provide full access include:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs GLAD strategies: Cognitive Content Dictionary and Process Grid
- Glad Strategy: Expert Groups

- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

The Common Core State Standards raise the expectations for all students and require a higher level of expertise and support for our English learners. Aspire uses integrated English Language Development in tandem with the Common Core State Standards and Next Generation Science Standards. Overall, the School uses these research-based instructional strategies to support English learners in all content areas.

Progress Monitoring

English Learners have the same thorough ongoing assessment as all of our non-English Learners. This is primarily done through our Response to Intervention (RtI) team and our Cycles of Inquiry. Additionally, ELs are monitored on their mastery of the English Language Development Standards. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress. They analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

In addition, Aspire’s Data and Assessment team developed a progress monitoring dashboard that allows school sites to continuously monitor the progress of their EL students achievement on SBAC, CELDT, Star Ren, DRA, and other criteria that affect the outcome of students.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the school will include:

- Adhere to School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitor student identification and placement.
- Monitor availability of adequate resources.

- CA School Dashboard: EL Progress Indicator

Monitoring of Professional Development and Implementation of English Language Development strategies

Teachers receive ongoing professional development on serving English Learners in many ways.

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
3. Each school has devoted time for professional development. That time is devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching in teaching English Learners.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

Interdisciplinary units and final cumulative projects are aligned with all of the program recommendations for gifted learners. These projects allow high performing students to go a deep into a topic until they are challenged. It allows a natural source of differentiation.

The Charter School offers a Gifted and Talented Education (GATE) program to those who are formally identified by LAUSD as accelerated learners. The Charter School offers referral to three different categories of giftedness: Intellectual Ability, High Achievement, and Specific Academic Achievement. Intellectual Ability refers to those students whose general intellectual development is markedly advanced in relation to their chronological peers. High Achievement refers to students who show two consecutive years of advanced performance on the SBAC assessment in both English-Language Arts and Math. Specific Academic Ability refers to students who show three consecutive years of highly advanced performance in either English-language arts or math.

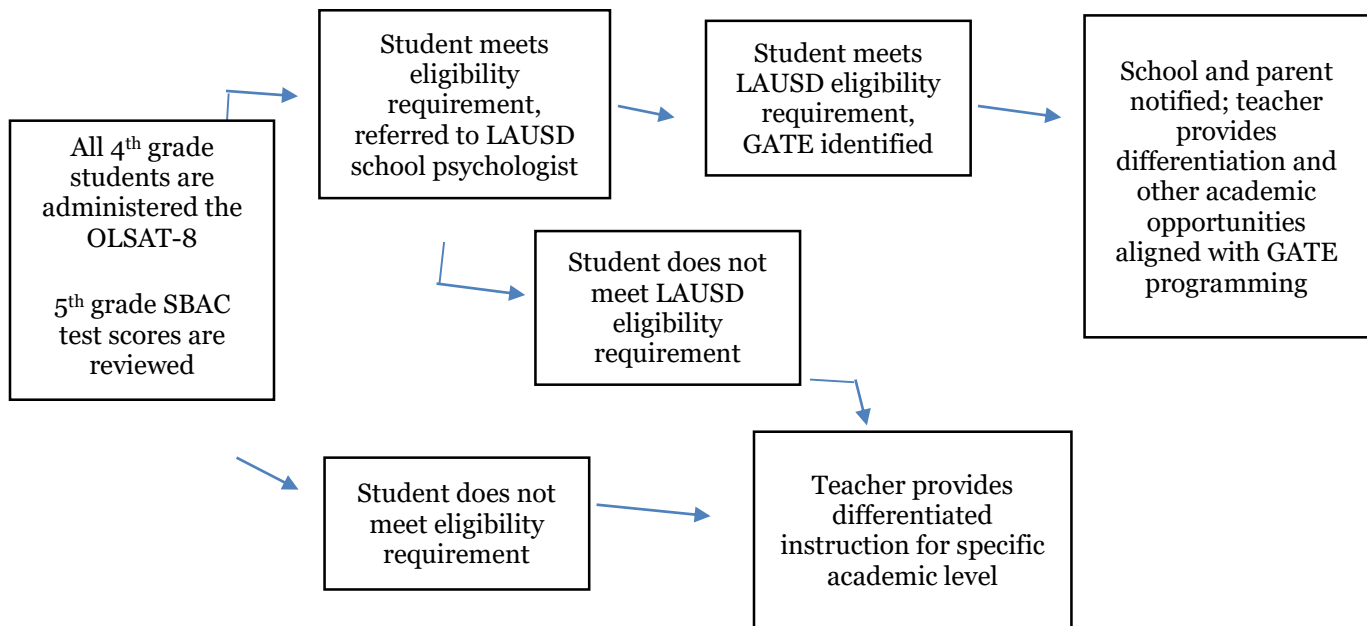
To determine students eligible for referral for Intellectual Ability, the Charter School assesses students in fourth grade for GATE annually using the Otis Lennon School Ability Test -8 (OLSAT-8). Students who meet the eligibility requirements on the OLSAT-8, are referred to a school psychologist with the LAUSD Gifted and Talented department for further assessment. Parents are notified of referral to LAUSD and required to sign a permission form for the participation in the assessment. Upon the completion of testing by LAUSD, the Charter School and parents are notified of student eligibility.

In addition to Intellectual Ability, the Charter School offers GATE eligibility in the categories of High Achievement and Specific Academic Ability. For High Achievement, the Charter School reviews fifth grade students' SBAC scores in both English-Language Arts and Math received in both third and fourth grade. For Specific Academic Ability, the Charter School reviews fifth grade

students' SBAC scores in either English-Language Arts or Math received in third and fourth grade as well as their second grade second and third trimester reporting periods. If the fifth grade student meets the academic requirements, the file is sent to the LAUSD Gifted and Talented department for further review. The Charter School and parents are notified of student eligibility upon completion of review.

The Charter School sends identified teachers and Deans of Instruction to training each year to deepen understanding of strategies to support gifted learners. GATE students participate in differentiated projects and experiences that allow students to explore the depth and complexity of the Common Core State Standards. Academic opportunities, both within and outside of the regular school day, are provided for students participating in the GATE program.

Please see below for the Charter School's GATE referral process.



Because Aspire's instructional strategies and curriculum are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level are effectively served at The Charter School.⁴ For instance, the instruction during English Language Arts allows students to read at a variety of reading levels, both above and below grade level, while still accessing the core content of the curriculum. Small group instruction also aid in differentiation since classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards.

⁴ Gifted Education Program Standards, National Association for Gifted Children.

The goal of the gifted and talented program at the Charter School is to provide continuity between general education curriculum and project based learning. GATE students are allowed the opportunity to research, create, apply, and present new information related to the topics learned in class. Students design projects with purposeful, specific end goals that include participation in a culminating activity. Interdisciplinary units and final cumulative projects are aligned with all of the program recommendations for gifted learners. These projects allow high performing students to challenge themselves to explore the depth and complexity of a topic and collaborate with other high performing peers.

Progress monitoring of students participating in the GATE program is ongoing throughout the school year. Data is tracked using a student data tracker inclusive of all Aspire-wide assessments and site specific end of unit reading assessments. Additionally, GATE students have a monthly check in with the GATE coordinator on campus (usually the Dean or a designated teacher) to work on extension projects and/or plan specific presentations to enhance learning.

To ensure that all students formally identified by LAUSD as an accelerated learner, A Los Angeles Regional Content Specialist directs and oversees the GATE program at the Charter School.

Support for Academically High-Achieving Students

Interdisciplinary units and final cumulative projects are aligned with all of the program recommendations for high-achieving learners. These projects allow high performing students to go deep into a topic until they are challenged. It allows a natural source of differentiation.

The Charter School identifies our highest achieving students through multiple measures. For students in grades 3 and above, SBAC scores are used as the first metric. Additionally, students' Lexile level on the STAR REN are used as a metric, and finally, GPA is an additional factor for consideration. Similar to how struggling students are given differentiated work, small groups and adapted projects work and tasks are similarly adapted for the highest students as well. There are occasions where students will move up to a higher grade level for a subject or move up altogether but these instances are rare.

Because Aspire's Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the Charter School. For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

Students Achieving Below Grade Level

The Charter School sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators in a one-on-one setting or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention services are grounded in proven best practices, may be designed by the educator, or may be a research-based program such as READ 180.

Students targeted for additional instructional support or intervention will include, but are not limited to, students who, through universal screening or other assessment, meet the following criteria:

Assessment	Criteria For Additional Intervention
Smarter Balanced Assessment Consortium – ELA or Math	Standard Not Met or Approaching the Standard
Placement Reading Diagnostic (“PRD”)	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any

The Charter School utilizes the Response to Intervention framework of tiered intervention to ensure that students below grade level, or students achieving below expected levels of performance, receive additional instruction or intervention to ensure progress towards expected levels. Through the systematic RtI process of weekly review of student progress, the Charter School is universal in assessing students’ academic, behavioral and socio-emotional development needs, and proactive in providing students with appropriate timely, targeted and effective research-based interventions. Systematic progress monitoring of results of instruction or intervention, which is initiated by the teacher and then overseen by a group of teachers that makes up the RtI team, guides decision-making about the intervention’s success and student’s next step.

The Charter School strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students towards grade level and College Readiness outcomes. The RtI framework encourages an inclusive, flexible learning environment, encompassing and extending Aspire Public Schools’ data driven, student-focused approach to instruction. The Charter School educators are encouraged to deepen coordination of instruction across all learning environments, including our grade level or core classrooms, intervention programs, specialized educational services and non-academic services.

Socio-Economically Disadvantaged / Low Income Students

The Charter School seeks to serve students who are socio-economically disadvantaged and low income, so the Charter School was designed to create small communities where students are well-known by the Charter School teachers and staff. By having a small school and small classes our students and their individual needs are known well. Socio-Economically Disadvantaged students are typically identified by qualification for Free and Reduced Price Meals. Qualification for this program is monitored on an annual basis.

Our instructional program across Aspire Public Schools is designed with the intention of serving students from traditionally underserved populations and many of our curriculum and instructional decisions focus on meeting the needs of struggling learners to advance them to grade level standards so that they are college and career ready. We do not require any specific parent support, and take ownership to provide any needed materials; however, our hope is to involve and engage families along their child’s educational journey.

The needs of individual students or groups of these students would be identified and discussed at grade level Cycles of Inquiry and the school-wide RtI team. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress on the grade level State Standards. The RtI team, along with the leadership team, analyze data by all subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom. The RtI lead or the classroom teacher would be responsible for making sure supports were implemented. At a minimum, supports include:

- Social emotional counseling during school
- Additional academic help during school and after school
- Involvement of the parent/guardian
- Enrichment after school
- Connections with community agencies made by our Regional Student Support Coordinator for families and students

In addition, Aspire Public Schools’ Data team developed a progress monitoring dashboard that allows school sites to continuously monitor the progress of their socio-economically disadvantaged/low income students’ achievement on SBAC, ELPAC, Star Ren, DRA, and other criteria that affect the outcome of students.

Support for Students with Disabilities

The Charter School shall comply with all applicable state and federal laws in serving students 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 Education Improvement Act (“IDEA”).

The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Supports for Foster and Homeless Youth

Most of the Charter School's students are identified as socioeconomically disadvantaged and/or qualifying for free and reduced price meal using the enrollment application. Parents submit enrollment applications that include critical information to properly identify students and provide the resources necessary. Every child has equal access to a free and appropriate public education as provided to all children and youth. The Charter School applies the same instructional program components, services, and supports to foster and homeless youth, as is described in the petition under EL, socioeconomically disadvantaged, and academically high or low achieving, and as appropriate for the particular student's situation.

Administrators (Principal and Dean of Instruction) along with the Office Manager and a credentialed Specialized Instructional Support Personnel (school counselor or social worker) at the site ensure that mandates of the McKinney-Vento Homeless Assistance Act are met. The school Principal is responsible for oversight of all steps by team members, including but not limited to, accuracy of data collection and submission, automatic enrollment in free-and-reduced price meal program and removing barriers to participation in extracurricular activities, and coordinating with local agencies in providing services. The Office Manager enrolls students without delay, maintains tracking on CalPADS, and informs families of their rights. The Dean of Instruction assesses academic needs and provides instructional support including arranging for time and space to complete assigned work. A school counselor or social worker conducts a needs assessment, arranges for students to have needed supplies (e.g., backpacks, school supplies, hygiene kits) and works with families to link them to community services (e.g., health, dental, food pantries, housing assistance, legal aide, counseling). The Aspire Los Angeles Regional Director of Student Services oversees and provides training and ongoing support throughout the year for all site-based team members working with foster and homeless youth. In order to ensure proper program identification, the Charter School updates its database at the beginning of each school year, during parent conferences and when notified of a change by the parent or guardian.

A TYPICAL DAY

It is 7:15 on a Monday in March, and Aiden, a fifth grade student at Aspire Firestone Academy, just arrived on campus. After Mr. Aguirre opens the door to his car and greets him, he walks through the front gate and is welcomed onto campus with high fives from our Parent Coordinator, his former first grade teacher, and the Dean of Instruction. Because he is one of the first hundred students at school, he gets an extra ticket for our weekly attendance raffle! With his ticket in hand, Aiden then picks up his breakfast from our cafeteria and finds his classmates at the lunch tables. They eat together and talk excitedly about their End of Module Writing Celebration, which they'll be having next week. Aiden is hoping his mom can make it!

At 7:35, Aiden’s table lines up and enters the MPR for morning meeting. Aiden takes his seat in line with his class as Ms. Kislinger, the school principal, quiets the room and then says with a big smile, “Good morning, Wonderful Firestone Friends!” She then reminds the students of the word of the month, Inclusion, and poses their turn and talk question for the day -- “What will you do today to make sure that another Firestone student feels included?” Ms. Kislinger ends Morning Meeting by leading the school in three, deep breaths together to help calm and focus everyone for the day.

At the end of morning meeting, Aiden leads his class to his classroom. As he passes the kindergarten classrooms, he sees teachers offering fist bumps, high fives, and handshakes as the younger students enter their classrooms. He smiles, thinking of the time he spends with his kindergarten buddies on Fridays. Once he enters the building, Aiden passes the bulletin boards filled with student work and doors decorated with college pennants. He stops with pride when he sees his second Focus Question Task posted outside of the classroom as an exemplar of informative/explanatory writing.

When he gets to his classroom, his teacher, Ms. Saenz, greets him warmly with a “good morning” and a fist bump. He immediately unpacks his homework and planner, puts his backpack in its spot, and checks the list of supplies he needs to start his day. In his planner, he writes down his homework as Ms. Saenz takes attendance in PowerSchool. Aiden then comes to the carpet to start his day. Ms. Saenz reviews the schedule for the day and poses the community circle question—what are you most excited about this week? When it’s Aiden’s turn, he shares that he’s most excited for science today because they’ve been studying the impact of light pollution on the Tokay Gecko, and they’re doing an online simulation. He’s been looking forward to it since Ms. Leyvas showed it to them last week!

At 8:00, the English Language Arts lesson begins. His class has been analyzing Chief Joseph’s Lincoln Hall Speech and learning about the Nez Perce and their cultural beliefs. Today, they’re having a Socratic seminar. In the launch of the lesson, Ms. Saenz poses the question, “How do you think talking about Nez Perce values and beliefs will help you better understand what’s important to this culture?” Aiden turns to his group and picks up the emoji ball that they use as a talking piece and shares his thoughts. He then hands the talking piece to another student, knowing that Ms. Saenz may call on anyone in his group to share their answers.

Once the class has finished, they review all their knowledge to ensure that they are prepared for their Socratic Seminar. Aiden and his partner, Khloe, reread the speech and review a graphic organizer they’ve been working on. So far, they’ve identified key details in the text that reveal the Nez Perce’s most important beliefs and values and the context of each quote. Today, they’re digging deeper by elaborating on their evidence. As a class, this has been something they’ve been focusing on, especially because it will strengthen their expository/informational writing. As they work on the elaboration component of the graphic organizer, Ms. Saenz circulates through the classroom. When she reaches Aiden and Khloe, she reviews their evidence and pushes their thinking by asking, “Why is this value important to the Nez Perce? How does it guide Chief

Joseph's words in his speech?" Khloe and Aiden dive more deeply into the speech to ensure they're ready.

Before their Socratic Seminar begins, Ms. Saenz asks each student to set a goal based on the speaking and listening skills they've been practicing. Aiden decides to focus on listening to notice the specific words the speaker chose. Ms. Saenz then poses the question to drive their Socratic Seminar—What are some important Nez Perce beliefs and values, and how are they reflected in the words in Chief Joseph's speech? Why is each belief or value so important to the Nez Perce? The class sits in two circles, and Aiden chooses to listen to the first round, making sure he's focusing on his goal. When it's his turn to speak, he shares some of the evidence he and Khloe had culled and makes sure to elaborate on his evidence. At the end of the Socratic Seminar, Ms. Saenz hands out a self-reflection sheet, and Aiden is able to rate how he did on his goal. He feels confident that he was able to elaborate, but feels he still needs to work on paying attention to his classmates' specific words.

Once their Socratic Seminar is finished, Aiden returns to his seat. Ms. Saenz reminds the students that the rough draft of their End of Module Writing Task is due on Wednesday. Aiden opens his writers notebook, logs into his computer, and begins to type the draft of his essay. He uses all of his graphic organizers and all of the texts he's been reading, including *Thunder Rolling in the Mountains* and Chief Joseph's Lincoln Hall Speech to make sure he has a well-rounded essay. He uses the anchor chart they created as a class (HIT To SEEC—Hook—Introduce-Thesis; Topic Statement—Evidence—Elaboration—Concluding Statement) to help him structure his essay.

While he's working, Ms. Saenz calls small groups of students to check in on their writing. When it's his turn, Aiden shares that he feels confident about his thesis but that he's not sure his evidence is strong enough to support his claim. He and Ms. Saenz confer and determine some additional pieces of evidence from the texts that he can use in his essay. Feeling more assured, Aiden returns to his draft, using his checklist to ensure all components of an informational/explanatory essay are included.

At 10:00, it is time for recess. Aiden tries a fruit he's never eaten before, lychee, from the fresh fruit program that Aspire Firestone Academy has been doing for a few years. He is surprised by how much he likes it, especially since it's so weird looking. After he finishes eating, he goes out to the yard to play handball with the other 4th and 5th graders. Every time a student gets out, Aiden cheers him or her on by saying, "Good job." One of the campus monitors, Mr. Garcia, notices and gives him a "Thumbs up" card for demonstrating respect through good sportsmanship. When the whistle blows, Aiden lines up and waits for Ms. Saenz to pick up the Northwestern Wildcats.

At 10:15, Aiden returns to class to begin his math lesson. His class has been working on fractions, in particular standards 5.NF.1 and 5.NF.2. The whole class begins with a fluency activity—skip counting fractions. After that, Ms. Saenz teaches a mini-lesson on adding fractions with unlike denominators and answers between one and two. After the mini-lesson, Aiden works on his exit ticket, which Ms. Saenz checks. Aiden doesn't feel very confident, and when Ms. Saenz comes

around, Aiden tells her he's not sure he reached the objective. Ms. Saenz looks at Aiden's work on his exit ticket and tells her that he'll be in her small guided math group in a minute. The class is split into two smaller groups—one to work on independent math and another to work online to complete a learn Blended Learning lesson.

Aiden and three other students who also struggled to meet the objective are pulled by Ms. Saenz to work in a small, guided math group. Ms. Saenz invites them to use their resources, including the classroom manipulatives. When his guided math group is finished, Aiden attempts the exit ticket again, and this time feels much more confident. After his work is checked, Ms. Saenz releases Aiden's group for independent work in his workbook and pulls another group. After he's finished with his independent work, it is Aiden's turn to tackle the learn lesson.

At 11:45, students clean up, and Ms. Saenz walks the class down to lunch recess. Aiden joins his friends playing tag on the track. One of the teachers, Ms. Hernandez, notices him during lunch and asks if he's considered trying out for the track team. Aiden says he'll think about it, since it's something he's always wanted to do. Ms. Hernandez tells him she'll get him the paperwork to join the team through the Aspire Youth Sports Program (AYS). After recess, he and his classmates line up to pick up their lunch. It's tamale day, so he is in a rush to pick up his food. He gets all parts of his lunch and checks out with Ms. Guzman. He eats and chats with friends at his table. At the end of lunch, Ms. Saenz picks up Aiden and his classmates and walks them back to the classroom for science, where they are greeted by Ms. Leyvas, their science teacher.

It is finally time for science. Aiden and his group hop onto their Clever portal to access the simulation. They are looking at the eyes of the Tokay Gecko and determining how the size of the pupil impacts how its brain processes light. He and his group try making the pupil larger and the light lower to see the impact. Ms. Leyvas reminds them that if they alter too many variables, they'll have a hard time determining the best option for the Gecko, so Aiden and his team go back to the drawing board. They finally decide that low light and a large pupil are the best option for the environment in which the Tokay Gecko lives and put all the information into the simulation. They are excited to see that this adaptation is best for the Gecko. Because they've been trying to figure out why the population of the Tokay Gecko is declining, they discuss how light pollution might be impacting the Tokay Gecko population. Ms. Leyvas reminds them that tomorrow they'll be able to dig further into this topic.

Once science is over, it's time for PATHS, their social-emotional learning curriculum. The students have been learning about different types of friendship. Today, Ms. Saenz read them a story about a student who faced peer pressure when her friends tried to get him to shoplift. Ms. Saenz poses the question, "Is this a positive friendship or a negative friendship?" Aiden turns to his partner and they discuss the type of friendship from the story. He's certain it's negative because positive friendships only help you be a better person, and shoplifting to make a friend happy certainly does not fit this definition.

After PATHS, the class transitions into their Language Deep Dive. They have been working on Language Standard 5.1a, coordinating and subordinating conjunctions. Today, they're diving

more deeply into them using Chief Joseph's Lincoln Hall Speech. Since he is familiar with the speech and has read it multiple times individually and with his class, Aiden feels comfortable examining specific sentences to both identify coordinating and subordinating conjunctions and also explaining their purpose. He remembers that using both types of conjunctions is on his checklist for his End of Module Essay so he creates a small anchor chart on a post-it to place in his writer's notebook as a resource.

The students now transition to joy of reading time. Because he's allowed to sit wherever he wants, Aiden chooses to get comfortable on the classroom carpet. He pulls out *Wonder*, the book he's reading, and settles into his sport. At the end of independent reading, he has the opportunity to partner talk about his book. He turns to his friend, Robert, who is reading *Dork Diaries*, and the two of them share what they read today.

At 2:00 it is time for ELD. Aiden transitions to Mr. Guillen's room, where the 5th grade Advanced ELD class is held. They've been talking about the weather. He's been working on creating a weather podcast forecasting the weather in Los Angeles in the next few months. They have been working on a script that they will record and share on *Seesaw*. Aiden's group double checks the vocabulary and sentence structures they've been practicing during ELD. He's looking forward to creating his video later in the week.

At 2:30, Aiden transitions back to his classroom and packs up. At 2:40, he lines up with his class and walks down the small playground to be picked up by his mother. When his mother arrives at 2:45, he checks out with Ms. Saenz and then eagerly asks his mother if she will be able to join their End of Module Writing Celebration next week. When she confirms that she will be able to make it, Aiden gives her a big hug and then excitedly tells her about his whole day as they walk home.

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the 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 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. 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.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

PUBLIC SCHOOL CHOICE PERFORMANCE

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School’s performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

Measurable Goals of the Educational Program

The goals are the same as those described in Element 1 in accordance to Education Code Section 47605(b)(5)(A)(iii). The “LCFF State Priorities” table in Element 1 is incorporated here by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

These outcomes are the same as those described in Element 1. The “LCFF State Priorities” table in Element 1 is incorporated here by reference.

This year, each school is carefully tracking research based/publisher formative assessments for both ELA and Math, which also includes unit assessments.

ELA:

TK/Kindergarten Placement Reading Diagnostic Assessment (PRD) (% at mastery): Increase 15% in mastery in all components by End of the Year

1st PRD (% at mastery): increase 10% in mastery in all components by End of the Year

2nd - 5th Star Ren: 25% growth from BOY to EOY

Math:

TK-5th: at least 70% of students will meet or exceed the Math Fluency assessments through our Monthly Fluency Assessments.

TK-5th: at least 70% of students will meet or exceed the performance on their End of the Module assessments using Eureka.

Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment

An Aspire Public Schools education provides students with access to opportunities for success in future endeavors – in higher education, work, and citizenship. Through personalized learning experiences, students master *basic skills*, acquire the *thinking skills* needed for the rigorous work of the real world, and develop productive *life skills*. Aspire Public Schools’s educational program is designed to help all of its students to develop the following measurable pupil outcomes:

To establish a foundation for success, Aspire Public Schools ensures students will attain the following skills:

- *Basic Skills*: Master at least grade level competency in the four core subjects: mathematics, science, social studies, and English Language Arts (including reading, writing, listening and speaking);

- *Thinking Skills:* Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and
- *Life Skills:* Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.⁵

Aspire Public Schools sets high standards for all students, based on State Standards, Newmann’s Standards for Authentic Instruction and Assessment, and the Secretary’s Commission on Achieving Necessary Skills (“SCANS”). Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c)(1). Through these assessments, the Charter School shall demonstrate student mastery of State Standards.

The Charter School’s academic program is State Standards-based and data driven. The Common Core State Standards, Next Generation Science Standards, the History-Social Science Framework, the English Language Development Standards (“ELD”) and the remaining State Content Standards and multiple sources of data form the basis of the Charter School’s teachings. Performance assessments will be evaluated with the use of common benchmarks and rubrics and will be analyzed on a regular basis to help drive the Charter School’s educational program. The rubrics will be used to inform students and parents about the standards for student work. Both teachers and students will use the rubric to score the work and make improvements. Rubrics used throughout the year will show growth over time.

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

Collecting, Analyzing, and Reporting Data

The Charter School will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the District:

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve the Charter School’s education program;
- The Principal and other administrators will receive data on the Charter School’s student achievement, attendance, and discipline using the Charter School’s Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child’s teacher; and

⁵ Based on important workplace skills as determined by the U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance*. April, 1992.

- The District will receive data on student achievement through Charter School reports and/or presentations.

The Charter School uses the SBAC to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization level. Additionally, the ELPAC and the Physical Fitness Test will be administered and used to inform the Charter School program. Every summer the Charter School will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

Aspire Public Schools uses many in-house assessments which inform daily instruction. The Charter School utilizes assessments such as in math fall interims, math ICA, ELA IAB, ELA ICA, STAR, DRA, and PRD to provide benchmarks of a student’s progress towards meeting the state standards in reading, writing, and math.

If any student is not making sufficient progress to meet the benchmarks created by the Charter School’s teachers, parents or administrators begin a Student Study Team. From this meeting an action plan is created to support the student.

Throughout the school year, the health of the Charter School is monitored with a suite of internal school health dashboards. These tools allow Aspire’s Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- Student achievement: California School Dashboard indicators, course grades, behavior, and internal benchmark scores;
- Student discipline: Chronic absenteeism, suspensions, student retention
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial and Enrollment: actual versus budget and forecast; average daily attendance, and enrollment.

K-2 Assessment and Monitoring

Since grades K-2 are not assessed on the CAASPP, Aspire has created a standards-based report card (see descriptors below), to be used in concert with internal ongoing formative assessments by the Charter School to evaluate and monitor the progress of all primary students.

PERFORMANCE LEVEL DESCRIPTORS

Below the grade level standard 1

Approaching the grade level standard 2

Meeting the grade level standard 3

Exceeding the grade level standard 4

The Aspire Home Office has also developed internal formative assessments and a data dashboard for every student that allows teachers to monitor how students are progressing in their mastery of standards. Grade level teams use this data to plan and to create interventions and enrichment as needed. The Principal and Lead Team then use all K-2 student data to address schoolwide instructional concerns and Cycles of Inquiry.

Reading Assessment

For students in grades 2-5, Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and State Standards mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.

The STAR Ren is designed to assess the Lexile level of each scholar. The expectation is that each scholar scores at the Lexile level appropriate for their grade-level or beyond. The data is used to inform the teacher what Lexile level the child is reading at so that instruction can be delivered to bring the student to grade level or beyond.

Aspire Math Assessment

Every student takes an Aspire math assessment based on the specific grade level standards. The assessment includes both computation and a problem solving section. The computation is scored with Illuminate software. The problem solving is scored with Aspire teachers and Education Specialists. A task analysis is done of every paper, so that teachers can identify standards that need to be re-taught. After every administration of the benchmark exams, the student data is analyzed at several levels – classroom, grade level, school and Aspirewide.

The school utilizes Fall Eureka Math Interims for grades 3-5 and a Spring Math ICA.

External Reporting

Aspire maintains sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Grading, Progress Reporting, and Promotion/Retention

- Grading Policy:

Students earn grades based on established performance levels as described in the below table.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal and the Area Superintendent. All grade changes will be documented in student's cumulative folder using the official Aspire "Grade Change" form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The Charter School uses a standards based grading policy, which is a method where teachers measure how a student is doing in reaching a specific learning goal or standard. Students receive a 1-4 with the following definitions:

Grading Key	
4	Exceeding the grade level standard
3	Meeting the grade level standard
2	Approaching the grade level standard
1	Below the grade level standard
\	Standard not addressed

Please note, not all standards are assessed during every grading period. If you have questions about what your child is learning or how they are progressing, please reach out to your child's teacher.

- Type and Frequency of Progress Reporting:
 - Progress reports provided twice a year.

- These progress report updates include math COI data, spelling/vocabulary assessments, reading assessments (DRA), or any pre/post writing snapshots.
- Report cards are provided twice a year during Student Led Conferences

Promotion/Retention Policy and Procedures:

Promotion: Students who achieve the minimal level of proficiency (PROFICIENT) on the SBAC in Mathematics and ELA (or equivalent assessments/benchmarks in non-tested grades), in accordance with SBE Section 60648, *and* are on grade level in Mathematics and ELA, as determined using standards-based grading, will be automatically recommended for promotion to the next grade level.

Retention: Students not meeting the following criteria will be recommended for retention in their current grade based on their proficiency in core subjects and the agreement of the school leadership:

- Students who fail to achieve the minimal level of proficiency (PROFICIENT) on the SBAC in Mathematics OR ELA (or equivalent assessments/benchmarks in non-tested grades), in accordance with SBE Section 60648,

(or)

- Students who are more than one grade level behind in Mathematics OR ELA, as determined using standards-based grading

Important: An identified student that is performing below the minimum standard for promotion shall be retained in their current grade unless the student’s principal and teacher(s) determine in writing that retention is not the appropriate intervention for the student’s academic deficiencies. Then, the recommendation to promote that student is contingent upon a detailed plan to correct deficiencies. Students are retained only if the principal, teacher(s), and parent have thoroughly reviewed the available data and are in agreement that retention is the best intervention to ensure student success.

Procedures for Retention

The following steps take place prior to a student being retained:

1. A letter is sent to the parents or guardian informing them that their child is at risk of retention.
2. Teacher evaluation and data is provided to and discussed with the student’s parents or guardian and the principal *before* any final determination of pupil retention. The parents are informed at that meeting that their child may be recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent.

3. Upon the acceptance or rejection of the above stated reports by the principal, a letter is sent and a meeting called within five school days to formally inform the student's parents or guardian of the decision regarding the retention.

The parents or guardians have the right to appeal the decision to retain to the Area Superintendent of Aspire Public Schools. If the decision of the Area Superintendent is not in agreement with the parents/guardians, the parents have the right to appeal directly to the Chief Executive Officer of Aspire Public Schools.

For students with special needs, students will not be retained on the basis of their disability. If a student with an IEP were recommended to be retained, it will be discussed and decided upon by their IEP team.

California Physical Fitness Test (FITNESSGRAM):

Six tests are administered:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength and Endurance
4. Trunk Extensor Strength/Flexibility
5. Upper Body Strength and Endurance
6. Flexibility

A coordinator works with the Physical Education teacher to ensure these tests are completed.

California Alternative Assessment (CAA):

Individual LEAs, with support from the Science Content Specialists decide the calendar for when the CAA science will be given at each site. Following the guidelines from the CDE, students who receive modified curriculum as part of their Individualized Education Plans, are given the assessment in a chunked manner. Case Managers administer all CAAs to their students in all subjects. For Science, Case Managers gives the context activity and then the students take that portion of the assessment on the computer. The assessment follows the teaching of the material, as per the DFA from the State.

We ensure that credentialed/certified staff members receive training for administering the CAA by completing the CAASPP tutorial for all subjects they administer. Our Aspire Home Office supports this process by creating an online course with general information about the CAA, which is then shared with sites and the regional office support staff. When Case Managers complete the CAASPP required course, they download a certificate. Our Home Office and Regional office personnel have access to a Google folder which tracks which Case Managers are certified at each site.

Element 4 - Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁶

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools. As a PSC Charter School, the District will coordinate with the Charter School on any additional policies which may apply.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by Aspire Public Schools, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

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

Board of Directors

The Charter School will be governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The number of directors on the Board shall be not less than three (3) or more than eleven (11). The Aspire Board of Directors currently consists of 7 members. Directors shall be elected by a majority vote of the directors at a Board meeting. The directors shall serve for a term not to exceed four (4) years. A director may not serve more than two (2) consecutive terms. The District

reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire's Board and CEO conduct extensive due diligence to ensure that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to Aspire's growth and success.

The recruitment, evaluation and selection of new Board members typically are conducted through the following seven-step process.

Step 1: Solicit nominations and compile names

Step 2: Initial meeting with nominating Board member

Step 3: Nominator reports back to the Board

Step 4: Prospective member meets with CEO, other Board members and staff

Step 5: Visit schools and attend Board meeting(s)

Step 6: Final meeting with CEO or nominator

Step 7: Board votes on prospective member

All Board meetings are noticed and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c). A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and utilized in accordance with the Brown Act.

- At least a quorum of the Board may participate from teleconferencing locations within LAUSD's jurisdiction.
- Each teleconference location is identified in the notice and agenda of the meeting.
- Agendas are posted at each teleconference location.
- Each location is accessible to the public.
- The agenda provides the opportunity for the public to address the Board directly at each teleconference location.
- All votes are executed by roll call.

At a high level, there are three broad categories that define what characteristics Aspire looks for in prospective Board members:

Skill Set – All Board members must have expertise in an area that is valuable to Aspire's operations, especially where there are gaps in the board skill set such as experience in or within education, finance and governance, fundraising and philanthropy

Fundraising Capacity – All Board members are required to support the fundraising goals and program of the organization.

Diversity – Geographic, ethnic and gender diversity are very important factors.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly and in accordance with the Brown Act. The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website (https://aspirepublicschools.org/discover_aspire/accountability/).

The Board of Directors is responsible for establishing broad policies that affect all Aspire charter schools, including the Charter School. For example, the Board of Directors may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, potentially controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire's work.

The Board is also responsible for monitoring the programmatic, operational and financial health of all Aspire charter schools and the organization collectively in order to identify and highlight risks and guide efforts to mitigate those risks.

Aspire will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

For Aspire board meetings, there is a two-way teleconference location at each schoolsite. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire public schools reside. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any parents who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing. Early in each school year, the Board of Directors sets and approve its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school in the front office or a place that is most visible to the public, e.g. front door entrance, public facing windows, including the anticipated Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference

requirements identified in Government Code Section 54953. Each school site offers a location for in person comments as well as a teleconference option for every board meeting.

Board meetings are typically physically held at the Home Office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606 and are subject to change pursuant to the terms above. Pursuant to SB126, effective January 1, 2020 all board meetings will be held in the county with the greatest number of pupils enrolled. Therefore, effective January 1, 2020 board meetings will be held in a location within LAUSD'S jurisdiction or county. Regular Board meetings are typically held 5 times per year. Frequency and location of Regular Board meetings are subject to change and noticed in accordance with Brown Act, as applicable. In accordance with Brown Act, notices and agendas for each regular meeting is posted 72 hours in advance of the scheduled date. Special and Emergency Board meetings, as needed, shall be called according to Brown Act. In accordance to Brown Act, notices and agendas for special meetings are posted at least 24 hours before the scheduled date. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. The annual meeting, separate from regular meetings, is typically held in November. Section 6.6 of Aspire's Bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act, the Political Reform Act, and Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1. Board members may abstain from a vote if they do not support or approve the motion.

Aspire Public Schools Leadership

- *Chief Executive Officer ("CEO")* – The CEO is responsible for the strategic direction and success of the organization across all states and regions.

- *Chief of Staff ("COS")* – The COS is responsible for leading strategy for the organization including strategic planning. The COS works to ensure a focus on organizational priorities.

- *Chief Financial Officer ("CFO")* – The CFO is responsible for general accounting and financial planning and analysis, as well as major real estate planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

- *Chief Operating Officer ("COO")* – The COO is responsible for overseeing Aspire's Operations, Facilities, Data & Assessment and Technology teams.

- *Chief Academic Officer ("CAO")* - The CAO is responsible for leading Aspire's instructional vision and program design.

- *Chief Schools Officer ("CSO")* - The CSO is responsible for leading Aspire's four Area Superintendents, Student and Family Supports and Leadership Initiatives.

- *Chief People Officer (“CPO”)* - The CPO is responsible for leading Aspire’s culture, equity, recruiting, and professional development.

- *VP of Advancement* – The VP of Advancement is responsible for leading the organization’s philanthropy, specifically fundraising, advocacy work, communications and marketing.

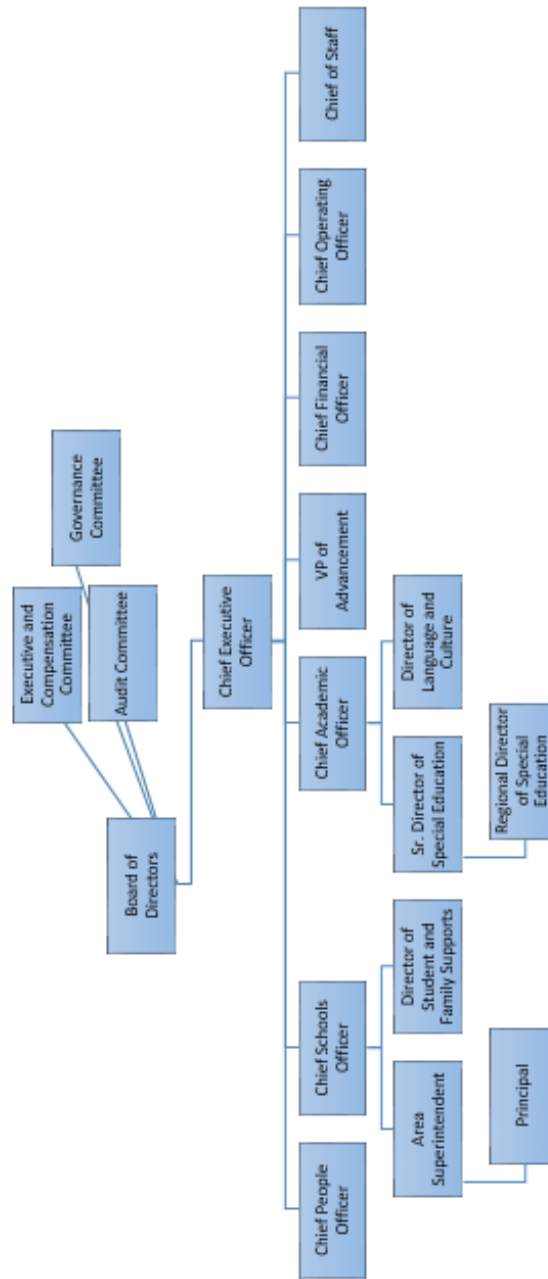
- *Area Superintendent* – This role is focused on providing coaching and mentoring support to the principals that they manage. This role is responsible for the overall performance of the schools in their region.

- *Principal* – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

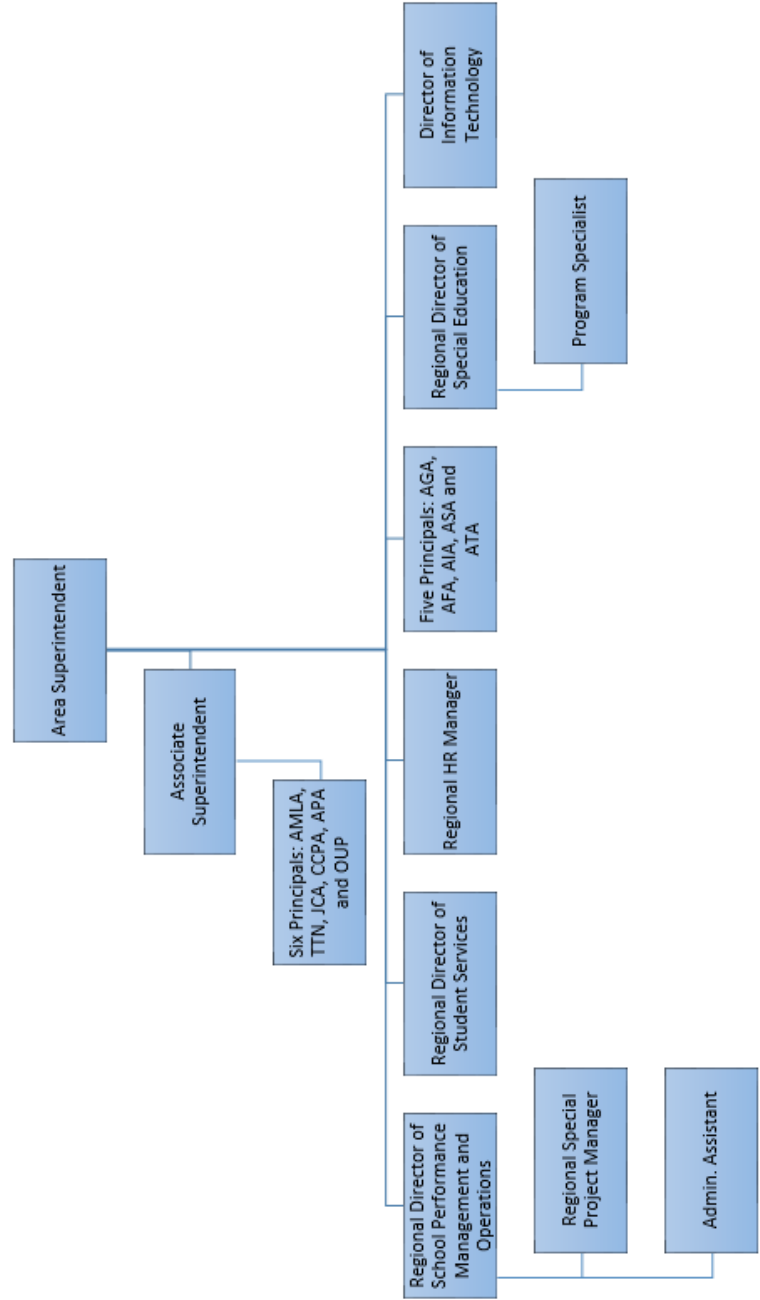
Aspire Public Schools Board Committees

Per bylaws, each committee consists of at least two or more Board Directors. Meetings vary in timing and noted below within each committee’s description. Committee meetings are held in the Home Office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606. All committees report the full Board of Directors. All committees follow the Brown Act.

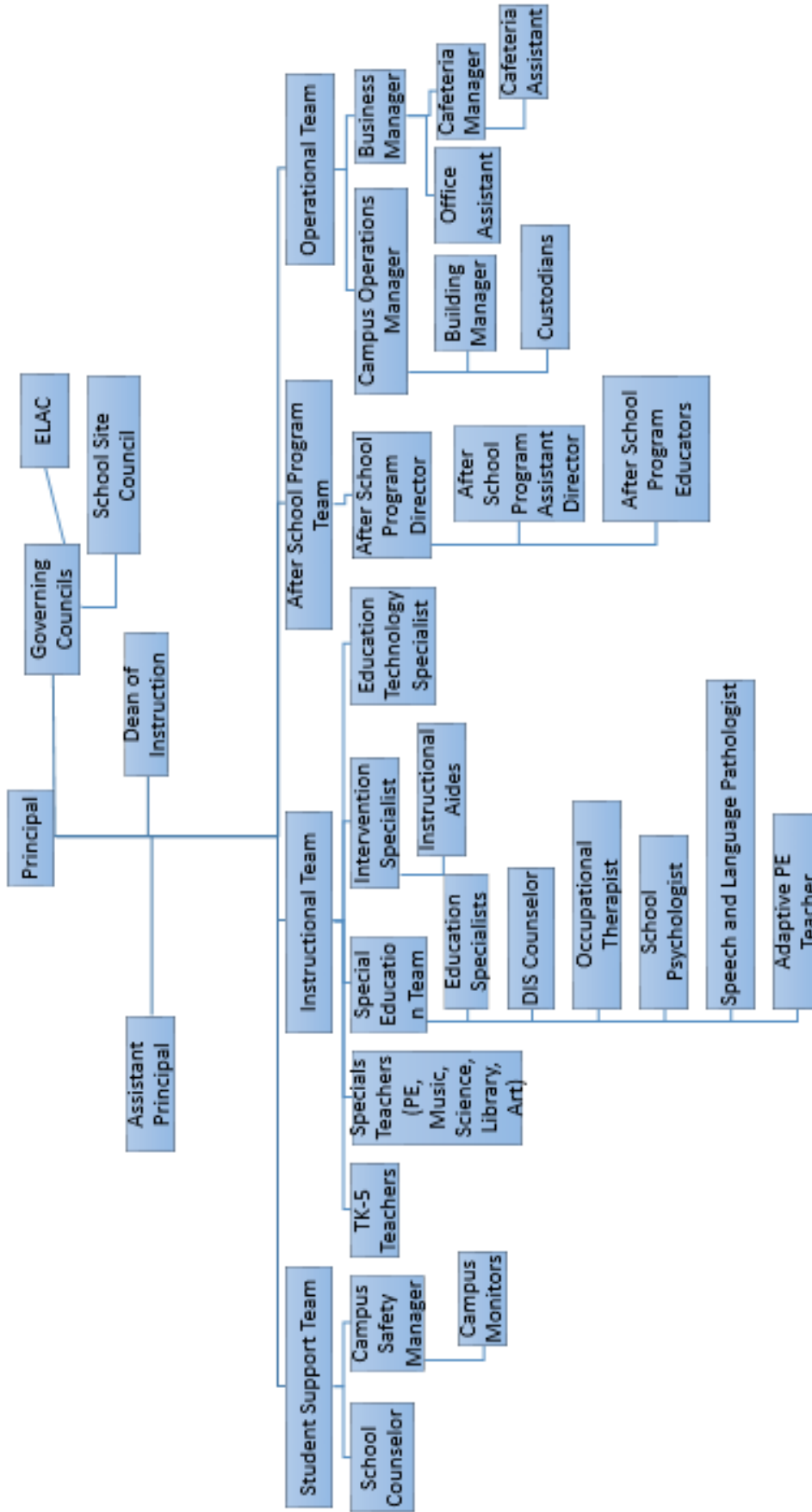
Aspire Public Schools Organizational Chart



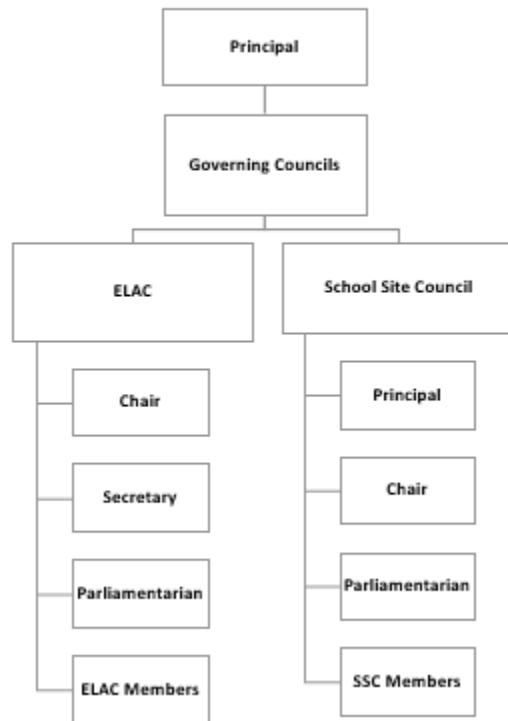
Los Angeles Region Organizational Chart



Aspire Firestone Academy Organizational Chart



School Site Governing Councils Organizational Chart



School Site Council

Aspire encourages all stakeholders to participate in, and share responsibility for, the educational process and educational results of the school. In order to achieve this important end, the Charter School shares local control with a School Site Council (“SSC”).

The School Site Council can bring diverse ideas to the table, and help the Charter School craft a shared plan for improvement. The most effective councils are able to focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems, develop innovative and effective solutions, and work collaboratively to monitor progress. Indeed, the SSC is an important part of our charter school’s accountability to the students, families and community. The council is responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School’s Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I.

The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the Charter School. The council’s composition is designed to create parity between school staff and non-school staff. As the leader of the Charter School, the principal also plays a vital role in the success of the SSC and all stakeholder involvement. He/she is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on

stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

Stakeholder involvement is critical to the success of the SSC. Elections, public participation and information sharing are essential components. Elections are held annually, or at least every two years. They are promoted at school functions such as Coffee with the Principal. Election information is shared via ParentSquare and paper flyers as well. Public participation is also valued. Meetings are promoted, and parents are encouraged to attend. The SSC members provide regular updates during parent meetings, while also promoting the purpose of the SSC. Annually, the SSC members also complete a survey assessing their perceptions of the council, their ability to participate, and feelings of effectiveness.

Additionally, in order to encourage and support stakeholder involvement, each school's website contains the following information in both Spanish and English:

1. Timely notices of board meetings and other school committee meetings. Notices and agendas for regular board meetings are posted 72 hours in advance of the scheduled date. Meeting notices and agendas are also sent via ParentSquare at least 72 hours prior to the next regularly scheduled meeting. They are made available in each of our school sites and on our website to ensure parents or any member of the public are made aware of the opportunity to make public comments.
- 2.
3. Meetings held/interpreted in Spanish and English.
4. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
5. Short summaries of issues, ideas, and decisions of school committees
6. At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

The SSC is an integral part of the success of the students and the Charter School as a whole; however, there are certain areas that are *NOT* the scope of the SSC:

- Management of the Charter School
- Policy-making
- Political organizing
- Fundraising
- Socializing
- Personnel recommendations and decisions

English Learner Advisory Council

The role of the English Learner Advisory Council ("ELAC") is to advise the principal and School Site Council on programs and services for English learners. The ELAC acts in an advisory capacity. It is

not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:

1. Advises on the development of services for English Learners
2. Assists in the development of the Charter School's needs assessment and efforts to make parents aware of the importance of regular school attendance.

Participation on the ELAC is vital to the success of the Charter School. Meetings are held in public, and are publicized via ParentSquare and paper flyers. Attendance is encouraged during Coffee with the Principal and other parent meetings.

The ELAC membership is designed to include parents of English Learners, but may also include other duly elected family & community members. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the school site. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC will be parents of ELs. The remaining 50% of the committee members may be the principal, community members, teachers of participating students, instructional aides, parent liaisons, other parents and staff.

Only parents of English Learners may vote for members of the ELAC. All parents of ELs must receive ballots.

ELAC elections take place on even years. ELAC elections are to be completed in the fall at the same time as School Site Council elections. The term of office is two years. If there are vacancies, The Charter Schools may conduct elections at any time, or refer to the ELAC by-laws as how to fill the vacancies.

For the organizational chart that delineates the involvement of the School Site Council and the English Learner Advisory Council in the Charter School's governance structure please refer to Element 4.

According to EC 47605(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via ParentSquare in English and in Spanish. Additionally, the printout of the ParentSquare message will be printed in English and Spanish and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, however the Charter School welcomes parents to participate in morning meetings,

assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

Parental Involvement in Governance

In order to encourage and support stakeholder involvement, each Aspire charter school's website contains the following information in both Spanish and English:

1. Timely notices of board meetings and other school committee meetings that involve parents.
2. Meetings held/interpreted in Spanish and English.
3. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the charter school.
4. Short summaries of issues, ideas, and decisions of school committees
5. At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

As the leader of the Charter School, the principal also plays a vital role in the success of the SSC and all stakeholder involvement. The Principal is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

Additional Opportunities for Family Involvement

1. Exhibition panels – Families may sit on panels to judge student work.
2. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at the Charter School.
3. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
4. Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child's admission/enrollment and/or continued enrollment within the Charter School.
5. Fundraising – Families and community members may work with the Charter School to raise additional resources to support students and the Charter School program.
6. Advocacy – Families and community members communicate The Charter School design

and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

7. Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to all regular meetings.
8. In addition to mid-year and end of year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Element 5 - Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Chief Executive Officer

The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Aspire does not have a set of specific required background knowledge and qualifications for the CEO. The following characteristics are generally part of what makes an ideal CEO for Aspire:

- Experience in the charter sector, leading charter management organizations of significant size.
- Proven ability to lead the organization through its next phase of growth and to its next level of student achievement.
- Ability to inspire and maintain a strong organizational culture across Aspire.

Chief Financial Officer

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound financial policies, procedures, controls, and reporting systems. S/he ensures Aspire Public Schools' legal and regulatory compliance for all accounting and financial reporting functions. The CFO also oversees finance and accounting, including cash management, accounts receivables, and accounts payable.

Required knowledge, skills, and abilities:

- Advanced strategy and planning skills; an ability to think critically and plan ahead for 1-5 years
- Expertise in financial reporting, analysis, and modeling, including fluency with Excel, Access, PowerPoint, and finance and accounting systems
- Strong business analysis and problem solving skills at both a strategic and operational level
- Strong customer service focus and mission support ethic (e.g., investors, funders, students, parents, staff, sponsoring districts, etc.)
- Ability to thrive in a hands-on, fast-paced, growth oriented, entrepreneurial environment
- Strong verbal and written communication, influencing and negotiating skills
- Proven leadership skills with the ability to attract, develop and inspire a team
- Ability to enhance cooperative working relationships with internal and external parties

Required educational level:

- Bachelor's Degree

Required experience:

- 7+ years experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment
- Experience in finance for a multi-site organization
- Knowledge of not-for-profit accounting and public sector finance

Chief Operating Officer

The Chief Operating Officer will drive the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversee the Operations, Technology and Data Analysis teams. This person will work cross-functionally and collaboratively to share, create buy-in and implement his/her vision and strategy. A strong candidate for this position will have excellent people management skills, a passion for leading and implementing large, complex projects and initiatives to improve the organization, a proven track record of sound, data-driven decision-making, and strong relationship-building skills.

Required knowledge, skills, and abilities:

- Exceptional reasoning, problem solving and strategic thinking skills and ability to think

ahead

- Experience in managing and improving operational areas, such as technology and data and data analysis
- Excellent communication, interpersonal and meeting facilitation skills
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Proven ability to successfully manage, evaluate and coach others
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes.
- Strong analytical skills to research complex problems and recommend strategic and cost-effective solutions
- Proven ability and success at using data to draw insights and make decisions
- Willingness to “get your hands dirty” and understanding that no task is too big or too small
- Ability to work in a fast-paced, dynamic environment
- Commitment to Aspire’s mission

Required educational level:

- Bachelor’s degree required

Required experience:

- A minimum of 7 years in operational leadership positions
- Experience working in collaborative, dynamic, and high-performing environments

Chief of Staff

The Chief of Staff to the Chief Executive Officer leads the development and communications teams for the organization, in addition to providing support for the CEO and management team. This individual works with the management team to shape the strategy and nature of the activities for the development and communications teams, then ensuring execution of that work. Management team is supported by this individual through management of their team meetings. The Chief of Staff works to ensure that the CEO’s time is being spent on the highest priority organizational issues, and leverages the CEO’s effectiveness by leveraging his/her time. This is an opportunity for someone who is passionate about academic achievement for all children and has both strategic and operational experience in growing organizations and/or education.

Required knowledge, skills, and abilities:

- Excellent interpersonal skills and ability to work effectively with teammates at all levels
- Exceptional communication skills with demonstrated ability to speak publicly and write persuasively.
- Excellent organization, time management and follow-up skills; ability to successfully

handle multiple projects concurrently and work independently.

- Structured thinking, strong analytical skills and drive to make data-driven decisions and follow through with implementation of those decisions.
- Proven ability to manage multiple relationships, weighing varying interests in making decisions and troubleshooting to move initiatives forward.
- Positive, can-do attitude, customer service oriented, professional.
- Comfort with fast-paced work environment within a growing nonprofit.
- Must be willing to travel throughout California on short notice and be available to work nights and weekends periodically.

Required educational level:

- Masters of Business Administration or equivalent experience.

Required experience:

- 5+ years of strategic, consultative problem solving either in a consulting firm or within an organization.
- Demonstrated history of successful project delivery experience.
- Proficiency with data analysis tools such as Excel, Tableau, etc.
- Experience managing multiple points of view, coordinating across many groups of people.
- Experience or strong interest in public K-12 schools and educational reform.

Area I Superintendent

The Area Superintendent has overall responsibility for the academic, operational, and fiscal performance for all schools in his/her region. Directly supervises principals to ensure strong school performance and school culture. Collaborates with regional and statewide systems/representatives to gain support of our schools. Fosters a positive regional climate that is representative of Aspire's core values, ensuring solid relationships within the region and community, with the National Home Office, and across the organization at large.

Required knowledge, skills, and abilities:

- Demonstrated success as an instructional leader and in the professional development of teachers and principals
- Demonstrated command of the intricacies of school operations and planning
- Exceptional management skills including planning, directing, reporting, budgeting and administrative responsibilities
- Knowledge of characteristics of successful schools and how to implement them
- Knowledge of California school finance
- Strong problem analysis and problem resolution at both a strategic and functional level
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Demonstrated P&L responsibility
- Entrepreneurial passion

Educational Level:

- Master's Degree or Ph.D. in education

Required experience:

- 5+ years teaching
- 5+ years in school administration at the district level
- 5+ years experience as a principal

Associate Superintendent

The Associate Superintendent of Instruction is responsible for administering, directing and coordinating the instructional support program in all areas as assigned. This support could include leadership of program and development, curriculum planning and development, instructional budgets, assistance for program implementation, professional development and systematic program monitoring/evaluation. The Associate Superintendent of Instruction recommends policies and practices which are designed to enhance the educational opportunities offered to students.

The Associate Superintendent participates in the development, implementation, and evaluation of the Aspire initiatives and other system-wide policies and procedures as a member of the Area Superintendent's Leadership Team (ASLT). The work requires an understanding of the overall mission, goals, and objectives of Aspire, and the primary focus is to provide meaningful support for the principals to attain and exceed the Student Achievement Targets. The Associate Superintendent of Instruction performs related duties as required or assigned under general direction of the Area Superintendent.

Required Knowledge, Skills & Abilities:

- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS.
- Comprehensive knowledge of curriculum development and effective instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Comprehensive knowledge of California laws and regulations affecting the development and implementation of instructional programs.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.

- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Excellent human relations skills.

Educational Background And Work Experience:

- A master’s degree from an accredited college or university.

Preferred Qualification Requirements:

- At least ten years of experience in the field of education, part of which must have been as a classroom teacher and part in an administrative or supervisory position.
- Ability to plan, organize, coordinate, and direct varied and extensive teaching programs; ability to coordinate the overall instructional program for Aspire.
- Ability to establish and maintain effective relationships with principals, teachers, supervisors, other responsible school officials, local and state officials, and with parents.
- Experience working with students, families, and staff from diverse cultural and linguistic backgrounds.

Regional Director of School Performance Management and Operations

The Director, School Performance, Management and Operations (“DSPMO”) is responsible for administering, directing and coordinating school performance, management and operations as they relate to federal, state, county, and district compliance and oversight. This support could include leadership of specific program development such as ELD, report planning and development, operational budgets, assistance for charter renewals and annual oversight presentations, professional development and systematic program monitoring/evaluation, and serving as a key liaison with relevant Home Office teammates as needed.

The DSPMO recommends policies and practices which are designed to enhance the management and operations of schools to support the educational opportunities offered to students.

The DSPMO participates in the development, implementation, and evaluation of the Aspire initiatives and other system-wide policies and procedures as a member of the Area Superintendent’s Leadership Team (ASLT). The work requires an understanding of the overall mission, goals, and objectives of Aspire, and the primary focus is to provide resources and assistance in order for the principals to attain and exceed the Student Achievement Targets.

The DSPMO performs related duties as required or assigned under general direction of the Area Superintendent.

Required knowledge, skills & abilities:

- Demonstrated success in an operations or school-related role
- Demonstrated success in designing and delivering training and professional development

- Demonstrated success in supporting, mentoring and leading adults
- Knowledge of compliance and operations procedures
- Ability to design systems for operations, structures and processes
- Demonstrated command of the intricacies of school operations and planning and ability to apply this knowledge across a region of schools
- Exceptional management skills including strategic planning, directing, progress monitoring, evaluating, reporting, budgeting and administrative responsibilities
- Knowledge of characteristics of successful school systems and how to implement them
- Strong problem analysis and problem resolution at both a strategic and functional level
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Demonstrated P&L responsibility
- Entrepreneurial passion

Minimum educational level:

Possession of a master's degree/administrative credential in school administration preferred and extensive and progressively more responsible experience in teaching and school administration, some of which shall have been at the level of director or lead principal or any equivalent combination of education and experience that would provide the above noted knowledge, skill, and ability.

Experience required:

- 3+ years as a site administrator or equivalent thereof.

Director of Language and Culture

The Director of Language and Culture is an essential member of the Aspire Public Schools Education Team and will focus on English Language Development for our multilingual population and Black Excellence Programming. The Director of Language and Culture will drive the highest quality pedagogy for Multilingual Learners and our Black scholars through the following responsibilities: pedagogy and programmatic leadership, assessment, curriculum design and implementation, professional development, logistics and team management.

Required knowledge, skills and abilities:

- Bachelor's Degree in Content, Education or a closely related field and a minimum of (5-7) years of experience in an educational setting is required.
- Vast knowledge of the California ELD standards and fluency in the Common Core Standard in English
- Instructional leadership and teaching experience required with proven results in student learning as both an instructional leader and a teacher
- Curriculum and assessment writing experience recommended
- Experience in schools with adult learning and professional development required

- Outstanding ability to lead, including influencing and motivating others
- Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
- Demonstrated educational philosophy and methods that encourage the development of active and lifelong learning
- Exceptional understanding of a progressive approach to instructional and a wide knowledge of the most innovative, culturally responsive, and successful instructional methods
- Ability to demonstrate creative and flexible thinking
- Strong time and task management skills, enabling multiple projects to be completed on time
- Alignment to and urgency around Aspire’s mission, vision and values
- Excellent team player: always puts the team’s goals first and works to support and motivate peers
- Strong interpersonal and organizational skills
- Ability to move comfortably between high level strategic thinking and intricate details
- Excellent ability to drive change and build buy-in through relationship building
- This role may require travel up to 30% time and requires travel to all Aspire regions
- Must be proficient in the Leading for Equity Framework, Liberatory Design and Learning to Improve
- Must be willing to adapt components of Improvement Science in relationship to NIC’ as a vehicle for Professional Development
- Be an active learner and teammate.

Preferred Qualifications:

- Master’s Degree;
- Demonstrated ability to write effective curriculum units with an equity based pedagogy.

Director of Student and Family Support

The Director of Student and Family Support creates and manages systems of service to children grades K-12, including providing coaching and leading our three California regions with student support services, building a network-wide Multi-Tiered Support Systems, analyzing regional and school data, providing professional development and training, school-wide intervention and prevention and work with/referral to outside agencies as appropriate to support family systems. S/he is an integral member of the Home Office team, helping to plan, implement, and monitor various Aspire-wide programs.

Required knowledge, skills and abilities:

- Extensive experience developing, overseeing, and managing counseling programs for K-12 students
- Track record of successful and innovative counseling program delivery
- Possess an extensive knowledge of a variety of forms of intervention and prevention

models for both individuals and group therapeutic settings (e.g., CBT, play therapy, etc.).

- Excellent organization, time management and follow-up skills; high sense of urgency
- Demonstrated ability to successfully handle multiple cases concurrently
- Demonstrated commitment to students and learning
- Thorough understanding of and abiding by California BBS regulations, NASW Code of Ethics and the code of ethics for counseling disciplines used at Aspire
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraint positively

Sr. Director of Special Education

The Senior Director of Special Education creates, implements and monitors programs for students, including special education, counseling, and student testing. S/he seeks new and innovative ways to enhance the student school experience and achievement.

Required knowledge, skills & abilities:

- Deep knowledge of the instructional needs of special education services
- Deep knowledge of the intricacies of the implementation of special education programs
- Outstanding training and presentation abilities
- Participate in a dynamic team to develop a cutting edge with inclusive practices, early intervention practices and response to intervention.
- Ability to facilitate discussions and partnerships with other agencies and groups
- Ability to communicate with parents
- Record of success in supporting teachers, lead teachers and principals
- Experience in performance assessment
- Strong problem analysis and problem resolution at both a strategic and functional level
- Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed
- Bilingual – Spanish preferred

Minimum educational level:

- Master's Degree required
- Valid California credential in Special Education required

Experience required:

- 3+ years administrative experience in special education

Regional Director of Special Education

Under general direction of the Senior Director of Special Education, the Regional Director of Special Education coordinates the special ed program and delivery within the region, provides leadership to the special education regional team, principals and school sites. The Regional Director of Special Education coordinates special education participation in organizational initiatives, as assigned by the Senior Director of Special Education.

Required knowledge, skills and abilities:

- Skills to effectively provide leadership and manage the multiple requirements; understand, interpret and apply laws, policies, and guidelines that govern special education or Aspire programs; communicate effectively in writing and orally.
- Knowledge of Aspire's SELPA procedures and program guidelines; special education instructional practices, procedures and methods; various testing materials, resources or equipment; behavioral and social-emotional interventions.
- Working knowledge of IDEA, California special education law, charter law; IEP preparation and implementation strategies and procedures; current trends and best practices in serving special education students and appropriate referral agencies.
- Abilities to supervise and motivate staff; collaborate with principals on employee management of assigned staff, conduct effective meetings and professional development activities; work effectively with students, parents and staff.
- Analyze situations accurately and adopt an effective course of action and work independently.
- Ability to use technology to enhance serve to Aspire schools; knowledge of assistive technology to enhance student learning.
- Experience in training, planning and executing appropriate transition services for special education students.

Minimum educational level:

- CA Education Specialist Credential and CLAD
- certification required OR CA Related Service Provider Credential/License
- (School Psychology, Speech and Language Therapy, Occupational Therapy, etc.)
- California Administrative Services Credential recommended
- Master degree in Special Education or related field (preferred)

Experience required:

- 3-5 years' experience with special education program leadership and charter

Principal Qualifications

The Charter School's Principal will be the instructional leader at the Charter School and will be responsible for helping the Charter School and students achieve the outcomes outlined in this charter petition. Principal applicants are first screened by the Area Superintendent; if move on, phone screened by the regional recruiter; if move on, participate in a panel interview with lead

teachers and other principals; if move on, participate in a panel interview with students, parents and community members that have a presence at the school site. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- In-depth experience developing teachers
- Strong experience in performance assessment
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Strong community-building skills
- Entrepreneurial passion
- Demonstrated P&L responsibility
- Computer and Internet search skills

Educational Level:

- Bachelor's degree
- Masters or Ph.D. in Education preferred or
- Administrative Credential preferred

Required experience:

- 7 plus years teaching and administrative experience

Assistant Principal Qualifications

Assist Site Principal in managing all the functions of an individual school site, including education program, office operations, budget, community relations, personnel and facilities in accordance with Aspire standards.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with instructional leadership, including demonstrated knowledge of curriculum, instruction, assessment, and developing teachers
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Entrepreneurial passion

Required educational level:

- Bachelors degree
- Masters or Ph.D. in Education preferred
- Administrative Credential preferred

Required experience:

- 3+ years working with urban students as a full-time teacher preferred
- 7+ years teaching and administrative experience

Business Manager Qualifications

Business Manager is responsible for overall business operations of the school site. Upholds the mission and values established by Aspire Public Schools. Reports to Principal but works closely with all levels within the school and home office as well as with children, parents, and outside consultants/vendors.

Required knowledge, skills, and abilities:

- Strong organizational, time management and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to work independently as well as with a team
- Professional appearance and manner
- Knowledge of Ed Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

Required educational level:

- B.A. degree or equivalent work experience

Required experience:

- 4 plus years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office
- Some supervisory experience preferred

Dean of Instruction

The Dean of Instruction assists the site principal in developing a healthy school community and culture under the principals of “College for Certain”. This role is primarily focused on assisting the school in developing and refining the academic program provided to students. Deans of Instruction focus their energies on staff professional development and support, aligning

educational offerings to match student needs and evaluating the success of the academic program. Due to the integrative nature of schooling, this position may also be part of leadership teams that examine issues pertaining to school culture, compliance and a wide variety of tasks at the discretion of the principal. The Dean of Instruction may be involved more with teacher coaching or have a more student facing role, depending on the needs of the school.

Required knowledge, skills & abilities:

- Experience with instructional leadership, including demonstrated knowledge of curriculum, training design, assessment, culture building and developing along with leading teachers.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team.
- Ability to provide excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences.
- Knowledge of business and management principals in leadership techniques, resource allocation, coordination of resource and people.
- Knowledge of applicable laws, Education code, regulations that govern educational practices.
- Ability to collect, analyze and interpret data.
- Possess skill set to select and use training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Minimum educational level:

- Bachelor's Degree required; Masters or Ph.D. in Education preferred
- Valid Administrative Credential preferred

Experience required:

- 3+ years working in underserved communities as a full-time teacher, required
- 5+years teaching and/or administrative experience, preferred

Teacher

The Elementary Teacher provides a high quality instruction within a small school environment where every student is known and valued as an individual; serve students in grades TK-5; uphold the mission and values of Aspire Public Schools and contribute to our goal that every student in California has access to a high quality public education.

Required knowledge, skills & abilities:

- Knowledge of child cognitive development and various learning styles
- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments

- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

Minimum educational level:

- Bachelor’s degree
- Valid California Multiple Subject Teaching Credential required
- English Language Learner Authorization required

Experience required:

- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

Teacher Qualifications

Criteria for the selection of teachers are adapted from the five standards used for certification from the National Board for Professional Teaching Standards. During the hiring process, candidates are evaluated using these standards:

1. Committed to students and learning
2. Knowledgeable about their subject matter
3. Skilled in management of learning
4. Reflective in their practice
5. Community-oriented

In addition, teachers of core, college preparatory courses at each Aspire charter school are required to hold an appropriate authorization for the content and grade level of the classes assigned, equivalent to that which a teacher in other public schools would be required to hold for the content and grade level of the classes assigned. Teachers who are hired to teach a specific subject in a departmentalized setting (e.g., math) will be required to hold a correlating subject-specific authorization. In accordance with Education Code Section 47605(I), flexibility shall be given with regard to noncore, noncollege preparatory courses.

Other Jobs at the Charter School

Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

Parent Outreach Coordinator

The Parent Outreach Coordinator assists the Principal in developing a healthy school community culture of “College for Certain”, by building parent relationships and involvement and student life in accordance with Aspire mission, vision, and value statements.

Required knowledge, skills & abilities:

- Strong event management skills from idea through execution and evaluation
- Excellent relationship-building and management skills
- Strong communication, presentation and interpersonal skills with demonstrated ability to write clearly
- and persuasively and interact effectively with different audiences
- Strong organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Bilingual – Spanish speaking and writing
- Experience with leadership, including demonstrated strength in culture-building and leading peers Knowledge of Aspire procedures and policies related to students
- Demonstrated commitment to students and learning

Minimum educational level:

- Bachelor’s degree strongly recommended

Experience required:

- 2+ years of experience working in either parent or activities coordinator role

Campus Operations Manager

Required knowledge, skills, and abilities:

- Ability to manage, guide and support facility staff
- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to complete minor maintenance, e.g., replace light bulbs/filters up to mid-level maintenance, e.g., stucco repair, plaster wall repair
- Ability to maintain complex records
- Ability to work independently
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to interact appropriately with children of different ages in school setting respecting and understanding boundaries

- Ability to travel 5%

Required educational level:

- High School Diploma or GED
- Bachelor's Degree preferred

Required Experience:

- 5-7 years of increasing level of custodial/building management experience

Essential Duties and Responsibilities:

- Hires, manages, evaluates, and develops all facilities staff at multiple school sites
- Ensures proper training and certifications for facilities staff
- Oversees execution of cleaning classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms to code standards, including day-to-day, deep cleaning, emergency cleanups, and set-ups/cleans during meal periods
- Oversees routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
- Oversees arrangement of furniture for assemblies, meetings and special events
- Oversees responsibility for locking and unlocking doors, windows and gates, and turning security system on/off daily
- Executes cleaning classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms to code standards, including day-to-day, deep cleaning, emergency cleanups, and set-ups/cleans during meal periods
- Coordinates routine maintenance, including touch-up painting, replacing light bulbs, stucco repair, etc.
- Identifies and corrects any major security or safety hazards and major repair needs. Submit requests for deferred maintenance projects to Principal and Facilities Manager for capital improvements and tenant improvement projects
- Coordinates and manages night cleaning service and contractors to ensure building and grounds are well-cleaned and maintained, and a regular schedule of major cleaning is kept (e.g. polishing floors, steam cleaning carpets, etc.)
- Develops and maintains Mealtime systems including set up, service and cleanup of lunch
- Manage the HVAC Energy Management System, lighting, and door closure schedules
- May be responsible for locking and unlocking doors, windows and gates, and turning security system on/off
- Manages facilities inventory; orders cleaning, building, and all other operational supplies for multiple school sites

After School Director

Required knowledge, skills & abilities:

- Strong organizational and administrative skills, including ability to work in a fast-paced environment and handle multiple responsibilities and deadlines.
- Proficiency in use of computer technology and the internet, including MS Word and Excel.

- Demonstrated ability to work well as part of a team and to facilitate teamwork to complete complex projects.
- Strong written and verbal communication skills and ability to collaborate with a variety of colleagues and stakeholders including parents, teachers and community partners.
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve own performance

Desired knowledge, skills & abilities:

- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people.

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit required
- Bachelors' and/or Masters' preferred

Experience required:

- 1+ year as a teacher, teacher intern, or teaching assistant preferred
- Management experience in a nonprofit, school, or service business preferred

Essential Duties & Responsibilities:

- Works closely with Principal and leadership team at the school site to create an after school program that aligns with the vision and goals of the overall school site.
- Creates an environment of high expectations for learning, student behavior and staff professionalism
 - Fosters a program culture of high expectations that includes college preparation for all students
 - Collaborates with Aspire team members to share best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
 - Communicates regularly with parents/families to engage them in the after school program to help support student success
- Directly oversees the after school program, including student schedule and staff schedule
- Hires, evaluates and coaches after school program staff
- Opens and closes program on a daily basis
- Tracks student information and maintains accurate student records, including attendance, in accordance with Aspire procedures
- Records teacher and staff hours and processes timesheets and other personnel documents in accordance with Aspire procedures
- Tracks after school program students' academic performance to ensure continual progress
- Supports classroom systems/procedures and helps manage student behavior to ensure all students are safe and fully engaged in learning

- Demonstrates knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Performs other related duties as required and assigned

After School Educator Qualifications

Required knowledge, skills, and abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

Required educational level:

- Associate's degree or 48 units of college credit

Required Experience:

- Experience working with children or youth in a school or community-based setting
- 1+ year as a teacher, teacher intern, or teaching assistant preferred

Essential Duties and Responsibilities:

- Maintains a safe and effective environment for academic instruction and/or enrichment activities
 - Effectively manages student classroom behavior to ensure all students are fully engaged in learning
 - Complies with all safety and other regulatory and/or funder requirements
- Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
 - Under the guidance of the Afterschool Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
 - Collaborates with other afterschool staff, school day teachers and outside service providers to identify unique student needs, diagnose and address learning challenges, and share information about student progress
 - As needed, provides whole class, small group and individualized instruction to students
- Creates an environment of high expectations for learning, student behavior and staff professionalism

- Fosters a program culture of high expectations that includes college preparation for all students
- Collaborates with Aspire team members to shares best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
- Supports regular communications with parents/families to engage them in the afterschool program to help support student success
- Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Performs other related duties as required and assigned

Counselor Qualifications

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students in applicable grade level
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Bilingual - Spanish
- The ability to perform the following duties is highly desirable:
 - Supervise MSW level interns/PPS Interns
 - Supervise additional MSW level employees pursuing their clinical licensure in CA

Required educational level:

- Master's Degree in Counseling/Social Work or related discipline

Required Experience:

- PPS Credential or Eligibility for PPS Credential

Essential Duties and Responsibilities:

- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play Therapy)
- Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for all students at Aspire

- Collaborate with school on universal interventions for students such as peer mediation, conflict mediation, etc.
- Foster healthy families through community and school programming, including, but not limited to: parent education and community service
- Create and maintain relationships with outside agencies to help foster better learning and support for the students of Aspire and their families
- Provide crisis counseling and referrals for students as needed
- Consistently and routinely update case files for students under their care
- Continually improve social work skills by seeking out constructive feedback and professional development opportunities
- Exhibit positive rapport with students
- Possess a thorough understanding of and abide by the NASW Code of Ethics
- Create positive and consistent communication with Aspire staff and administration about social work goals and processes
- Attend all staff meetings
- Attend IEP and inter-departmental meetings for students receiving counseling services
- Supervise counseling trainees/interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Education Specialist Mild/Moderate Qualifications

Required knowledge, skills, and abilities:

- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Special Education Experience
- Ability to work independently as a self-starter in a new organization
- Ability to excel as a member of a team
- Ability to work with an ethnically and economically diverse student body

Required educational level:

- Current California Education Specialist (Mild/Moderate or Moderate/Severe) authorization required
- Bachelor's Degree required; Master's Degree preferred

Required Experience:

- 2+ years working with students which special needs in an educational setting required

Essential Duties and Responsibilities:

- Administer academic diagnostic tests
- Participate as a member of a team to identify the needs and specific goals and objectives of each child's IEP
- Instruct students with IEPs for the purpose of developing appropriate academic and interpersonal skills
- Consult and articulate with faculty and parents via meetings, phone, and email regarding the needs and progress of students
- Create and maintain notifications, records, files, and reports as required by federal, state, and SELPA regulations
- Maintain knowledge of current regulations pertaining to special education
- Participate in Student Study Team meetings and follow up plans as needed
- Collaborate with faculty to ensure that students modifications and accommodations are being appropriately implemented in the general education classroom
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Education Technology Specialist Qualifications

Essential Duties & Responsibilities:

- Manages school-wide systems (logistical, behavior, incentives) for integrating technology, usually in a 1:1 environment
- Supports teacher's use of technology in the classroom by performing basic technology troubleshooting functions and coaching on use of technology as needed
- Manages school-wide computer fleet by serving as the point-person for inventory, set up, and act as a liaison with Aspire IT
- Supports software-based assessments, including managing an assessment schedule, administering the assessment, and supporting with makeup assessments.
- Collects and disseminates online learning data, and ensures that teachers and students are regularly aware of students' progress, and can target instruction to assist struggling students
- Conducts professional development with teachers on student data and technology programs and independently manages use of these programs
- Responsible for becoming an expert user of blended learning and other student technology programs; required to train new teachers in how to use the student-facing technology programs, and also provide recommendations for program improvement where

- Maintains school-wide culture of excellence around online learning, including practices such as school-wide awards, individual and class incentives, and ensuring that best practices around technology use are exhibited in all classes. Observes best practices within school and in other schools to provide more context and feedback to teachers as needed.
- Communicates the proper use and purpose of technology tools and resources to parents and families, and informs these stakeholders of potential at-home resources.
- Monitors and tracks completion of student and family Acceptable Use Policies, and works with school staff to take action in the event of these policies being broken.
- Keeps track of developments in the education technology field in order to identify potential other tools that would be beneficial to the school's mission and goals.
- Collaborates with Aspire team members to improve own and others' instructional practices; shares best practices
- Supports a school-wide culture of high expectations that includes college preparation for all students
- Actively participates in professional development activities related to technology, school culture, and/or instructional practices
- Demonstrates knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Required knowledge, skills & abilities:

- Strong facility with technology software and hardware.
- Ability to troubleshoot computer issues; inquisitive working style and desire to get to the root of technology issues
- Ability and willingness to reflect and improve
- Positive attitude and friendly demeanor with ability to build relationships with teachers, manage school-wide initiatives and implement best-practices
- Knowledge of child cognitive development and different learning styles
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community
- Comfortable with experimentation and trying new ideas; able to learn and adjust quickly

Minimum educational level:

- Bachelor's degree required

Experience required:

- At least 3+ years working with students as a teacher, teacher intern, or teaching assistant strongly

Instructional Aid, SPED Qualifications

Essential Duties & Responsibilities:

- Assist Special Education teacher in supporting students with disabilities in the general education curriculum by creating the daily schedule
- Provide services, supports and interventions directly to students under guidance and daily supervision of Special Education teacher, to ensure students meet academic and behavioral goal, provide 1:1 support to student in classroom, explain instructions to students, model appropriate behavior, communicate regularly with classroom teacher.
- Help provide testing accommodations, (e.g., supervise student testing in a separate location or during an extended time, etc.)
- Assist student and classroom teacher to implement behavior plan
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Required knowledge, skills & abilities:

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Excellent written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community

Minimum educational level:

- High school diploma
- Bachelor's Degree with major in Psychology, Education or Human Development preferred

Experience required:

- 1+ year working with students in special education or students from urban communities in an educational setting

Instructional Assistant Qualifications

Essential Duties & Responsibilities:

- Supports classroom systems/procedures and helps manage student behavior to ensure all students are fully engaged in learning
- Develops and implements lesson plans and classroom activities consistent with California State Standards and Aspire Instructional Guidelines
- Assesses students regularly in accordance with Aspire guidelines and analyzes assessment data

- Collaborates with Aspire team members to improve own and others' instructional practices; shares best practices
- Helps classroom teacher(s) provide students and their families with regular and timely information on classroom activities and student progress
- May help track critical student information and maintain accurate student records, including attendance, in accordance with Aspire procedures
- Identifies unique student needs and collaborates with other team members and outside service providers to diagnoses and address learning challenges
- Assists with planning and executing differentiated instruction for students with a variety of needs, including small group or one-on-one instruction
- Teaches students in the after school program, especially intervention and acceleration for students below grade level
- Supports a school-wide culture of high expectations that includes college preparation for all students; works with College and Academic Counselor to support students with academic progress and college application processes
- Teaches or co-teaches Advisory class with the objective of developing students' character and habits
- Actively participates in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches
- Works towards career as an educator, which may include enrolling in teacher credential program
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Required knowledge, skills & abilities:

- Knowledge of child cognitive development and different learning styles
- Basic computer skills (MS Word, Web Navigation, etc.)
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

Minimum educational level:

- Bachelors degree

Experience required:

- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

Aspire Firestone Academy's Employee Positions

After School Director	Classified Salaried	Full Time
After School Educator (5)	Certificated Hourly	Part Time
Business Manager	Classified Salaried	Full Time
Cafeteria Supervisor	Classified Hourly	Full Time
Cafeteria Worker/Assis.	Classified Hourly	Part-Time
Campus Monitor (5)	Classified Hourly	Part Time
Campus Operations Manager	Classified Salaried	Full Time
Counselor	Certificated Salaried	Full Time
Custodian	Classified Hourly	Part-Time
Dean of Instruction	Certificated Salaried	Full Time
Ed Specialist Mild/Mod (2)	Certificated Salaried	Full Time
Education Technology Specialist	Classified Salaried	Full Time
Health Technician	Certificated Hourly	Full Time
Instructional Aide, SPED (3)	Classified Hourly	Full Time
Instructional Assistant (2)	Classified Hourly	Part Time
Intervention Specialist	Certificated Salaried	Full Time

Lead Campus Monitor	Classified Hourly	Full Time
Office Assistant	Classified Hourly	Full Time
Office Assistant	Classified Hourly	Part-Time
Parent Outreach Coordinator	Classified Hourly	Full Time
Principal	Certificated Salaried	Full Time
Principal, Assistant	Certificated Salaried	Full Time
Resident, Teacher (4)	Resident Pay (CA)	Full Time
Speech & Language Pathol.	Certificated Salaried	Full Time
Teacher, Elementary (15)	Certificated Salaried	Full Time
Teacher, PE K-12	Certificated Salaried	Full Time
Teacher, Science, K-5	Certificated Salaried	Full Time

Element 6 - Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter

School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of 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. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Aspire's Human Resources department, along with the Director of Employee Services, shall monitor compliance with this policy and serve as the custodian of records.

AFA promotes health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. The school provides a healthy breakfast, lunch for all students and also offers supper for students participating in the after school programming. AFA provides a rigorous physical education program designed to help our students stay healthy and active. We collaborate with our lunch vendor in providing nutrition education to students and families and help them develop lifelong healthy eating behaviors and wellness.

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

Procedures for Background Checks

Employees, volunteers, and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for Employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691. All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. All staff, including teaching and non-teaching shall be mandated child abuse reporters, and will be required to complete Safe Schools online training “Child Abuse: Mandatory Reporting (full course)” and will follow all applicable reporting laws

Tuberculosis Risk Assessment and Examination

The Charter School’s faculty and staff will be tested/examined for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Thereafter, an employee who has no identified risk factors or who tests negative for the tuberculosis infection shall be required to undergo the tuberculosis risk assessment and, if risk factors are identified, the examination, at least once each four years.

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Epinephrine

The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

School Safety Plan

In accordance to AB 1747, the school developed a comprehensive school safety plan with input from classified employees, fire department and other first responder entities to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents
- procedures related to persons with guns on school campus and school related functions

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Transportation Safety Plan

The Charter School shall adopt a Transportation Safety Plan in accordance with Education Code Section 39831.3.

Emergency Preparedness

The Charter School shall adhere to Emergency Preparedness Procedures drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. These procedures shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site may be used as a starting basis for updating the procedures for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and smoke free environment.

The Charter School shall function as a drug, alcohol and smoke free environment. The Charter School’s instructional program includes a strong emphasis on a healthy environment and lifestyle. In the regular K-5 Advisory Council meetings, all teachers promote and teach self-awareness and good decision making. Depending on the grade level, the following important topics are covered in the Council program:

- Conflict resolution
- Cooperation and respect
- Self-management and responsible behavior
- Decision-making
- Refusal skills
- Playground safety
- Emergency procedures- fire, earthquake, lockdown and severe weather
- Reduce, reuse, recycle
- Protecting the environment
- Handwashing and good hygiene
- Healthy food choices and nutrition
- Tobacco, alcohol and drugs
- Drug abuse
- Secondhand smoke

Asbestos

The Charter School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”) (40 CFR part 763). AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

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, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has a policy to prevent, to support and remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Bullying Prevention

By December 21, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Suicide Prevention Policy

Aspire Public Schools' Suicide Prevention Policy for all grades meets the requirements of Education Code Section 215.

Element 7 - Means to Achieve Racial & Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

The Charter School will strive to ensure that the student population of the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. The Charter School will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan to achieve a racially and ethnically diverse student population. These strategies will include:

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school’s curriculum and program.

- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

The Charter School is committed to ensuring that all students and families involved with our outreach and process are made to feel welcome and respected. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School is committed to achieving a racial and ethnic balance, and the Charter School's outreach and recruitment efforts described above will support this.

Plan to Achieve a Reflective Racial and Ethnic Balance

The goal of our plan is to bring the applicant pool to be more reflective of the District, in attempt to bring more balance to the school's population, in terms of its racial and ethnic makeup.

The Charter School believes in a diverse student body, and will work to ensure students from diverse backgrounds have access to our academic program. The school will conduct an annual diversity needs assessment. Various types of data will be collected to identify the school's student population, including students from different racial and ethnic backgrounds, socioeconomic status, students with disabilities, and English learners (ELs). Key stakeholders will be identified to participate as part of the data collection team including school-site personnel, regional leaders, and community members. Data will be collected through community meetings, surveys, focus groups, and community-wide dialogue. The team will analyze the data collected and identify needs, gaps in diversity and strengths of the current student population. Once the data is analyzed, the team will create diversity goals. Based on the established diversity goals the school will create a strategy such as, but not limit to, social media marketing, printed ads in targeted areas, and distribution of other promotional material. The team will also create a monitoring system to measure success and make changes as necessary to achieve the goals of increasing student diversity. The results from the initial needs assessment will be communicated to the Aspire Board of Directors, including the steps the school will take based on the needs assessment, and a description of the monitoring system the school has established. The Aspire Board of Directors will receive a yearly student diversity update thereafter based on the established monitoring system.

A. Benchmarks

The Charter School will create Benchmarks for measuring the applicant pool.

Objective	Metric	Completion Date
1. Determine the ethnic diversity of the Charter School for each school year.	Collect data and organize for review	By the first of the month for the first five months of the school year
2. Address all efforts with particular attention and priority to academically low-achieving and economically disadvantaged students.	Collect data and organize for review	By December 1 of the school year
3. Research the latest available data on ethnic diversity for the District.	Collection of this data and create a comparison table	By November 1 of the school year
4. Aspire Board reviews the data in order to approve the forthcoming outreach strategy	Inclusion in a board meeting agenda and discussion topic	By December 1 of the school year

B. Outreach

The Charter School will follow the plan for outreach/recruitment during Open Enrollment.

Objective	Metric	Completion Date
1. Aspire’s Board may review and provide into the outreach plan as well as any budget associated with the efforts	Charter School receives board approval on outreach plan and budget allocations	By January 15 of the new calendar year
2. Determine a list the community groups and	Hold 3-5 meetings prior to the start of the new calendar year with these groups, in	By January 1 of the new calendar year

Objective	Metric	Completion Date
entities to involve in outreach efforts.	order to review plans for outreach	
3. Ensure that all marketing, outreach, written communications, and meetings are held in both Spanish and English.	Identify a competent translator for all materials and activities	By December 1 of the new calendar school year
4. Market and distribute brochures targeted toward diverse populations.	Create brochures and vet them with key parents, staff, and home office personnel.	By January 15 of each calendar year
5. Enlist the help of local businesses in the distribution of flyers and posters that advertise and recruit students.	Identify 25 well known businesses to display and/or distribute information; contact each of them personally and arrange for posting.	By February 15 of the new calendar year.
6. Hold an Open House Informational meeting on campus	Schedule and plan a meeting at the school, hosted by the principal, as well as key parents and teachers	By February 1 of the new calendar year
7. Expand the outreach of information and important deadlines to local newspapers and media, as well as fairs and community events	Advertise in at least two media sources and provide a presence at 2-3 community events	By February 1 of the new calendar
8. Provide opportunity to expand or modify efforts based upon response to Open Enrollment registration	Analyze the registration forms including available ethnic information halfway through the Open Enrollment period	By February 20 of the new calendar year

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures documenting that students who reside within the designated attendance boundary have been offered enrollment in accordance with the terms of the Charter School prior to any other students being accepted for admission. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Education Code sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

HOMELESS AND FOSTER YOUTH

Charter School shall 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. 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.

Charter School shall comply with all applicable federal and state laws 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. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student's IEP, Section 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.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

All recruitment materials are produced in both English and Spanish to communicate the mission and educational program of AFA, with information about the school including the website and phone number. In addition, an outreach plan is developed and updated annually with specific activities that may include:

- Marketing materials delivered throughout the communities surrounding AFA.
- Presentations and flyer distribution at community meetings and events, farmer markets, grocery stores, parks, libraries, public pools, apartments, businesses, and churches as needed, we will

also use newspaper and radio ads, and targeted mailings.

AFA also receives referrals from other schools and programs Open Houses at the school are held regularly throughout the school year and during the traditional summer vacation. Based on AFA longstanding and well-regarded reputation in the local community, we are confident our outreach efforts will meet the District's goals for establishing a diverse enrollment in our school.

The Charter School will work to ensure students from diverse backgrounds have access to our academic program and develop a recruitment strategy to include students from different racial and ethnic backgrounds, socioeconomic status, students with disabilities, and English learners (ELs). Student outreach strategies include, but not limit to, social media marketing, printed ads in targeted areas, and distribution of other promotional material. All marketing and promotional material will be available in English and Spanish.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment 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 the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students residing in the PSC school attendance area, including students with disabilities
2. Founding Families (not to exceed 10% of total enrollment) and children of Aspire Regular employees (not to exceed 10% of total enrollment)
3. Siblings of students already admitted to the Charter School who reside in the District
4. Students residing in the District
5. Siblings of students already admitted to the Charter School who do not reside in the District
6. All other students who reside in the state of California

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

The Charter School's application process is comprised of the following steps:

1. Completion of a Student Interest Form for each child who is interested in attending the Charter School

2. Student Interest Forms will be accepted during a publicly advertised open enrollment period, which occurs in late January through March or enrollment in the following school year. Based on a 40 week school calendar, this is weeks 23-30

3. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s). SchoolMint is the platform through which all California Aspire schools, including the Charter School, conduct their lotteries. The lottery will be public and will take place at the Charter School, during afterschool hours in the month of March. Families do not need to attend in order to secure a spot. Lotteries are typically conducted in the school's multipurpose room. Families are notified of the lottery date, time and location via SchoolMint, school's website, postings in the school office and recruitment materials.

Open enrollment and lottery information is communicated through letters sent home, ParentSquare messages, and information on SchoolMint. SchoolMint is programmed with the admission preferences identified above. SchoolMint first fills spots with preference #1. The remaining spots are then filled with preference #2. Once all these students have been offered admission, each subsequent preference is filled before moving to fill seats with the next preference. If there are more students in a preference category than there are spaces available, a random drawing will be held within that preference category until all available spaces are filled.

The Charter School holds at least one parent information session and comprehensive information is available on school websites and in the Charter School office.

4. Regional Superintendent or designee will be in attendance at the lottery, and a CSD representative will be invited to observe the lottery drawing, which is open to the public. All names will be drawn randomly to determine the students who are admitted and those who will be placed on the waitlist. The order of names drawn will determine the order of names on the waitlist.

5. At the conclusion of the lottery, students who were admitted will be notified by the Charter School Office Manager by phone, email, and mail within two days and asked to register within two weeks for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist. This wait list will be posted in a public place in the Charter School and will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, the Office Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system. In no circumstance will a wait list carry over to the following school year. Families have two weeks to confirm acceptance and complete their registration once they have been accepted from the lottery.

6. Upon confirmation that a waitlisted student has secured a spot at the Charter School, parents must submit a completed Registration Form usually within two weeks. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's Office Manager will also help any parents who need assistance in completing the lottery and/or registration forms, and the Charter School will keep written records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.

7. SchoolMint automatically transfers the online student applications to a random lottery which has been organized to follow the Charter School priorities (as listed above) to a numbered priority list and Wait List, all of which are printed and displayed in real time. Although the Charter School Office Manager organizes and oversees the lottery, the Regional Director of School Performance Management and Operations and the Special Projects Manager are responsible to see that the process is followed fairly, accurately, and in a timely manner from start to finish. Monthly Office Manager meetings address lottery procedures in detail starting in September, and full accounts of the process, procedures, and updates are reported to the Regional Superintendent.

***Founding Family Preference**

1.1 "Founding Period": The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the Charter School through the Charter School's first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction.

1.2 "Founding Parent/s" or "Founders" are respectively defined as parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new Charter School during the established Founding Period as noted in subsection 1.1. There shall be no requirement that Founding Parents/Founders contribute funds as a part of their commitment. Petitioners must prescribe in their charter petition the eligibility criteria for Founding Parents/Founders, including defining the appropriate minimum number of volunteer hours required.

1.3 Founding Parent status cannot be delegated or transferred to other individuals. Preference for children of Founding Parents/Founders may apply during the life of the charter as long as pupils who qualify for this preference does not constitute more than 10 percent of the Charter School's total enrollment. The admissions preference is applicable to all children of the Charter School's Founding Parents/Founders even if the children do not begin attending the Charter School until after the first year of the school's operation.

Planned Application, Public Random Drawing, and Admission Schedule

Aspire Public Schools typically utilizes the following application, public random drawing, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter time frame.

January	Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.
January - March	Send re-enrollment forms to existing students to identify open seats. Continue collecting Student Interest Forms.
March	Public random drawing conducted (if necessary). Acceptance letters and registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians. Waitlist letters distributed to applicants not selected in the public random drawing.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

The Chief Financial Officer is responsible for contracting and overseeing the independent audit. The independent audit is conducted annually by a certified public accountant selected by the Audit Committee of the Board from a list of auditors approved by the State controller and included within the State Controller’s list of educational auditors. The Controller and Assistant Controller are responsible for working with the independent auditor to complete the audit. Annual audited financial statements shall be provided to chartering entity, California Controller, the county superintendent of schools of the county in which the charter school is located and the California Department of Education by December 15th of each year. The Assistant Controller is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

Aspire will resolve audit exceptions and deficiencies, if any, promptly and in a timely fashion. Once any audit exception or deficiency is identified, the Accounting team will address with key stakeholders and School Leaders to both communicate and establish an action plan to resolve. The action plan will be reviewed and approved by the Chief Financial Officer prior to the Audit Committee date to approve the audited financial statements. Any audit exceptions and deficiencies, together with the specific terms and timeline of the actions planned or taken to correct a problem where necessary, will be discussed and reviewed with the Audit Committee prior to the audited financial statements for the year being approved by December 15 of each year. All exceptions and deficiencies and their remedies and will be communicated to the District in a timely matter thereafter. For any audit exceptions and deficiencies, Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code responsibilities, reporting requirements and timeline regarding audit exceptions identified by our independent auditor.

Any disputes regarding the resolution of audit exceptions and deficiencies will be if applicable, referred to the Education Audit Appeal Panel (“EAAP”) appeal process as required by Education Code Section 41344. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the

District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and based on California Education Code. The Charter School will notify the District of any expulsions within 30 days. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code §47605(d)(3), upon expulsion of any student, The Charter School shall notify the superintendent or superintendent designee of the district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

This means that the Charter School shall be responsible for maintaining the educational access of students during and pending the completion of the Charter School's student expulsion process and shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

The Charter School will facilitate placement of expelled students by communicating with the authorizer. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.

Additionally, accommodations, modifications and other services protected under IEP or 504 plans for any particular student will be provided during and pending the completion of the Charter School's student expulsion process as required by law.

Discipline Foundation Policy

Aspire believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide behavior intervention and discipline plan is essential to the creation of this type of environment and the success of our students and teachers both behaviorally and academically.

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization in an effort to create the conditions to set-up every one of our students for success and position them to have access to higher education. This is in alignment to our model of College for Certain, which states every one of our students will attend and graduation a college and/or university.

The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and social

consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level behaviors and or provide systems for intervening through alternatives to suspension.

Positive Behavior Support Systems

Aspire is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

Multi-tiered Systems of Support (MTSS): MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs. Below is our general guidelines for tiered supports that we offer our schools:

Tier I: Universal offerings that focus on Positive Behavior Intervention systems (PBIS). Schools elect three to five themes that they use throughout the school campus. Firestone uses Safety, Responsibility and Respect. These are communicated and taught to the entire school community.

Tier II: Strategic or targeted interventions that assist 10-20% of the student population. Depending on the student needs, some of these interventions may include, but are not limited to mentoring, skill building small groups, and support planning.

Tier III: Intensive interventions for the top 3-5% of the student population. This is an individually developed plan for students identified through MTSS meetings. These may include, but are not limited to 1:1 counseling, outside referrals, and behavioral improvement plans, etc.

Positive Behavior Interventions and Supports (PBIS): PBIS is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

Restorative Practices (“RP”): RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

Social-Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional

pyramid and beyond. Aspire implemented an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

Aspire is committed to supporting our students’ social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire’s overarching positive behavior and discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school-specific policies. Some examples of specific alternatives to suspension include:

Alternatives to Suspension
<ul style="list-style-type: none">● Parent Conference● Personal Reflection● Think Tank● School and/or community service● Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)● Behavior Daily Reports● Mentoring● Counseling● Peer Mediations● In-School Alternatives● Restorative conversations, circles, conferences and classroom presentations● Community building circles

In addition to more broad school-based interventions and school culture work, the Charter School’s counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student’s ability to learn or make it difficult for them to regulate behavior in school.

In addition to the work the Charter School has put into their specific school climate, Aspire provides a variety of supports to our schools and school staff in implementing school-wide behavior interventions and discipline policies, eliciting community partnership and voice, improving student attendance and implementing alternatives to suspension.

In direct response to our need to focus on our non-academic indicators of success, Aspire assigns a Regional Director of Student Services (RDSS) specifically assigned to our schools. The RDSS's role encompasses both school-specific and region-wide and includes, but is not limited to:

- Provides professional development and individualized coaching to Dean of Instruction, Assistant Principal, Intervention Specialist and other staff around areas related to student behavior and discipline, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
 - Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Professional development opportunities for mental health counselors
 - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
 - Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
 - Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
 - Links to authorizer support resources around discipline and behavior interventions
 - Family resource referrals for outside agencies and supports
- Collaborate with authorizer and outside agencies to craft and expand supports for our schools. Ex:
 - The RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
 - The RDSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.

In terms of the data necessary to determine the efficacy of our school's behavior system, all Aspire schools utilize OnCourse to track suspension and expulsion data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include, but are not limited to:

- Most common behavior incidents by type
- Suspension rates for students
- Total suspension by month (with comparisons available month to month and by year)

In order to create a more robust system of data around interventions, Charter School has implemented RyeCatcher to track student interventions and supports for scholars receiving school counseling services Informal SEL assessments in order to provide data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RDSS's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the school site and the area superintendent.

Additionally, each RDSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, APs, deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes directors and managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others. The team is supported by the Chief Schools Officer of Aspire Public Schools.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action. Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority for In-School Suspensions

A teacher may suspend a student from their classroom, for any of the acts enumerated in Ed Code §48900 for the day of the suspension plus the following school day. The maximum number of days for suspensions is five consecutive days. This is rarely used, because Aspire Public Schools, Los Angeles implements many alternatives to suspension. In the case that this is used, the Principal consults with the RDSS and creates a plan. Parents are informed using the same process as out-of-school suspension, having a pre and post conference. In the rare case that this is used, students are typically receiving one day of in-school suspension and are with a credentialed adult. Student will receive classwork for the day. Student will also receive a post meeting and/or a restorative circle to help with re-entry into the classroom.

If suspension is deemed necessary, in-school suspension is precluded for the following offenses:

- o Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- o Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- o Made terrorist threats against school officials or school property, or both.

Jurisdiction for Suspensions and Expulsion

A student may be suspended for acts that are enumerated below and are related to attendance at school or a school activity that occur at any time, including any of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

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

- a) related to an Aspire school activity;
- b) occurs at the school of attendance or any Aspire school; or
- c) occurs at an Aspire sponsored event.

Suspension Alternatives

For any student subject to discipline under this section, the school site Principal may use their discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misbehavior. The Charter School promotes alternatives so that suspension be imposed only when other means of correction are documented and implemented but fail to bring about proper conduct. These alternatives include, but are not limited to: family conferencing, Student Success Team planning, referring for assessment, referring to skill building groups to teach prosocial behavior, creating positive behavior support plans with tiered interventions, utilizing logical consequences, involving student in school community service, and/or engaging in restorative practices.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension

Enumerated Offenses:

Discretionary Suspension Offenses -

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include:
 - a. The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - b. The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning 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.

13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean
 - a. "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.
 - b. "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager of a communication, including but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph a. and including, but not limited to:
 1. Posting to or creating a “burn page” (i.e., an Internet Web site created with intent to cause impact as listed above).
 2. Creating a “credible impersonation” (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated).
 3. Creating a “false profile” (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
 - iii. An act of cyber sexual bullying.
 1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph a. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this 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.
 - iv. Notwithstanding subparagraphs i and ii 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.
17. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
18. Robbery or extortion.
19. Assault or battery, as defined by the Penal Code in §240 and §242, upon any school employee.

***Discretionary Suspension Offenses
applying only to students in any of grades 4 to 12 inclusive -***

Students in grades 4 or higher may be suspended for any of the following acts when it is determined the student:

1. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct 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.
2. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
3. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
4. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made 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 district property, or the personal property of the person threatened or his or her immediate family.

Mandatory Suspension Offenses -

Students shall be suspended and recommended for expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation. Ed Code §48915(c)(1).
2. Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).

4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident fully and objectively before determining whether or not it merits suspension based on meeting all criteria listed in the applicable Ed Code. This investigation includes confidential discussion held with any parties involved in or knowledgeable of the incident, including the accused student. In an effort to provide a fair and thorough process, all APs and Deans are given a procedural process on all the steps necessary to investigate an incident. RDSS also provides office hours and is available for consultation if needed. After an incident, the RDSS reviews the process with the AP and Dean and provides feedback and coaching as needed.
2. **Determination of Length of Suspension**- The school site administrator identified as Principal, Assistant Principal or Dean may suspend a student for a period not to exceed five consecutive school days per incident identified as an Ed Code violation. The total number of days for which a student may be suspended from school in any school year shall not exceed 20. Students having an Individualized Education Plan (IEP) are subject to the same discipline rules except that the cumulative days of suspension cannot exceed 10 without the IEP conducting a manifestation determination. The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans. For any suspension of 10 days or more, the school will conduct a hearing adjudicated by a neutral officer within a reasonable number of days that provides the student a fair opportunity to present testimony, evidence, and witnesses as well as to cross-examine witnesses. The student will be afforded the right to bring legal counsel for this hearing.
3. **Suspension Conference and Notice of Suspension**- Suspension shall be preceded by an informal conference conducted by the Principal or admin designee between the student and the student's parent/guardian and, whenever practicable, the school staff member who referred the student for discipline. Every reasonable effort will also be made to contact the student's parent/guardian to engage in this suspension conference. Final determination whether to suspend will not be made without this conference except in an emergency situation which means the principal determines the situation constitute a clear and present danger to the life, safety, or health of pupils or school personnel. At this conference, the student and their parent/guardian shall be informed of the reason for any disciplinary action and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their defense. The parent/guardian will be given the opportunity to advocate in their student's behalf. If, after discussion of the incident and any factors that impact same, the school Principal or admin designee determines suspension is in order, the parent/guardian shall be provided a written notice of this discipline action in both English and in the native language of the parent/guardian and student. The notice shall state the specific offense committed by the student and the date of return following suspension. If the pupil denies the charges, the written notice will include an

explanation of the evidence that supports the charges. Additionally, as part of this written suspension notice, the parent/guardian will be provided with the family's right to appeal along with the due process steps to follow if appealing the suspension.

4. Academic Support During Suspension - The Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.
5. Maintaining Suspension Notice- A copy of the suspension notice form is sent to the Aspire home office (Attention: Director of Student Services) in addition to the copy placed in the principal's private student files. Suspension notices should not be placed in the student's cumulative file.
6. Extension of Suspension Due to Expulsion Referral/Recommendation- The CEO or designee may extend a student's suspension up to an additional 25 school days pending final decision by the Aspire Administrative Panel at the conclusion of the expulsion hearing held within 30 school days of the referral for expulsion. The process is detailed under expulsions.
7. **Legal Notifications-** Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

Within one school day after a student's suspension or expulsion, the Principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

Suspension Appeals Process

A student or the student's parents or guardians may appeal suspension, other than expulsion, imposed upon a student for his or her school-related offenses. The family may appeal first in writing at the school level as directed to the principal. The principal or principal's designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the CEO designee (Regional Director of Student Services) for resolution with a

written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

- A. Uphold the suspension
- B. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

After appeal at this administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive and Compensation Committee for resolution with a written response within twenty (20) school days.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

Expulsion

Except for single acts of a grave nature, expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- when, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Expellable Offenses

Grounds for Expulsion

Findings Needed for Expulsion Under Discretionary as well as Limited Discretion -

A decision to expel a student for any of those acts under all Discretionary Expulsion Offenses and Limited Discretion Expulsion Offenses requires two findings of fact. The offense must be proven to have occurred as a first finding. Additionally, a second finding of fact must be shown and shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Enumerated Offenses:

Discretionary Expulsion Offenses -

Students may be expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning 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.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental

harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.

16. Engaged in an act of bullying. For purposes of this section, the following terms mean: (A) "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following: (I) Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property. (II) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health. (III) Causing a reasonable student to experience substantial interference with their academic performance. (IV) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school. (B) "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following: (I) A message, text, sound, or image. (II) A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph (A) and including, but not limited to: (a) Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above). (b) Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated). (c) Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).

i. An act of cyber sexual bullying.

1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph a. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this 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.
- ii. Notwithstanding subparagraphs i and ii 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. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

Discretionary Expulsion Offenses

applying only to students in any of grades 4 to 12 inclusive -

Students in grades 4 or higher may be expelled for any of the following acts when it is determined the student:

1. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct 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.
2. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
3. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
4. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made 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 district property, or the personal property of the person threatened or his or her immediate family.

Limited Discretion Expulsion Offenses – Must Recommend Expulsion (i.e., Refer for Expulsion Hearing before the Aspire Administrative Panel) -

Unless the administrator determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, students

shall be recommended for expulsion for any of the following incidents that occur on school campus or at a school activity off campus:

1. Causing serious physical injury to another person, except in self-defense. Ed Code §48915(a)(1)(A).
2. Possession of any knife or other dangerous object of no reasonable use to the student. Ed Code §48915(a)(1)(B).
3. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code. Exceptions to this section include: (A) The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (B) The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed. Ed Code §48915(a)(1)(C).
4. Robbery or extortion. Ed Code §48915(a)(1)(D).
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. Ed Code §48915(a)(1)(E).
6. **Note:** in the event the administrator determines that an alternative means of correction would address the misconduct, a multidisciplinary team meeting shall be held with the parent / guardian and student if age appropriate. The alternative means of correction (i.e., any interventions, supports, services, logical consequences, restrictions recommended as appropriate) shall be documented via an "In Lieu of Expulsion" form.

Findings Needed for Expulsion under Mandatory Expulsion Offenses -

A decision to expel a student for any of those acts under Mandatory Expulsion Offenses requires only one finding of fact. The offense must be proven to have occurred. Given the nature of the offenses, a second finding of fact is not required.

Mandatory Expulsion Offenses -

Students shall be expelled for any of the following incidents that occur on school campus or at a school activity off campus:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation. Ed Code §48915(c)(1).
2. Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).

5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

Expulsion Procedures

The school administrator identified as Principal, Assistant Principal or Dean Principal must recommend a student for expulsion for violation of Ed Codes involving limited discretion offenses and mandatory expulsion offenses. The school administrator may recommend a student for expulsion for violation of Ed Codes involving discretionary offenses provided approval by the Area Superintendent or Associate Superintendent. If the student has special needs (IEP or 504), the Regional Director of SPED or RDSS shall be notified promptly as appropriate. The RDSS will be informed promptly of any recommendation for expulsion.

The school administrator shall hold a pre-expulsion and extension of suspension conference with the student and parent/guardian upon recommending any student for expulsion. All communication with the student and parent/guardian, whether orally or in writing and whether via conference or hearing, shall be in both English and the family's native language.

At this pre-expulsion and extension of suspension conference held within 5 days of the first day of suspension, the principal or designee will inform the family of the decision to recommend expulsion, the reason for this disciplinary action, and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their defense. The parent/guardian will be given the opportunity to advocate in their student's behalf. The pre-expulsion meeting notice will be provided. Expulsion hearing rights and procedures will be provided in writing and explained. Extension of suspension notice will be provided along with giving the student and family the option of Independent Study during the period before the expulsion hearing. The principal will inform the family of their obligation if they elect to enroll in another school, to inform the school of the pending expulsion hearing.

The school shall gather all information needed to provide to the RDSS as an expulsion packet used at hearing within 10 school days of the offense. This packet includes the incident report, relevant evidence, sworn declaration witness statements, teacher guidance and behavior reports, and history of behavior and discipline, academics, intervention and student supports or services along with all required notices.

The RDSS shall provide the family with a written notice of hearing at least 10 days in advance of the hearing via certified mailing. This notice shall detail the date, time and location of hearing, a statement of facts and charges, procedures to be followed and due process rights. Such due process rights include the right to be represented by counsel or other advocate, reasonable accommodations and/or language support, review all documents used at hearing, confront or question witnesses, applicable special rules for incidents involving sexual assault and/or battery, present evidence on behalf of the student, request a "public hearing" be held, and

have expulsion process completed within the timeline or be able to request postponement. A copy of Aspire Administrative Regulations along with Ed Code §48918 is included in the notice. The RDSS works with the Area Superintendent or Associate Superintendent to select three certificated administrators – principals, assistant principals or deans from other school sites – to serve as members of a neutral and impartial Administrative Panel for the expulsion hearing. The hearing is facilitated by the RDSS as hearing officer following a comprehensive written script. The hearing is confidential but is memorialized via the written script and a tape recording. The script of the hearing is delivered to LAUSD charter office and the tape recording is kept at the Aspire’s LA Regional Office. School insures impartial decision making through selection process and hearing procedures below.

At the hearing, both the school and family presents relevant evidence pertinent to the matter including testimony by witnesses. If the administrative panel determine that the disclosure of either the identity of a 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, the testimony of that witness may be presented at the hearing in the form of a sworn declaration. If the hearing involves a charge of sexual assault or battery, any complaining witness is given 5 days notice of their right to two adult support persons to be present at the hearing. Any alternative procedures needed to avoid the risk of serious psychological harm for such witness will be used including videotaped disposition or sworn declaration. Additionally, any evidence of instances of a complaining witness’ prior sexual conduct is presumed inadmissible at hearing.

After the school has presented its case, the family has presented their side while advocating for their student, and both sides were afforded opportunity to question witnesses, the Administrative Panel clarifies issues before deliberating in a closed session. The Administrative Panel decision on whether to expel must be supported by substantial evidence presented that shows the student committed the offense and, with limited discretion expulsion hearings, evidence supporting a required second finding of fact. The Administrative Panel completes the Official Decision RE: Expulsion including the term of expulsion and required rehabilitation plan if the decision is to expel. If the decision is no expulsion or suspend the enforcement of a decision to expel during a period of probation, the school will promptly hold a re-entry conference with the family and student to process a return to school.

Within 3 days of hearing, the RDSS will send a written notice to the family via certified mail. This notice will include a summary of the hearing, the Administrative Panel’s decision, the required term of expulsion and rehabilitation plan needed to be completed prior to re-admission. Due process rights including the opportunity to appeal at the Aspire Board of Directors’ next scheduled meeting are explained in this notice. The Board will be impartial with members not involved in the expulsion recommendation or decision, will provide reasonable accommodations and language support as well as meaningful opportunity to be heard. The appeal will be heard in closed session. The notice also includes information on any education alternative placement to be provided and the family’s obligation upon enrollment at any other school to inform the school of the expulsion. Within 3 days of the Board meeting, the family will be notified in writing of the final decisions of their appeal.

If the Board affirms the Administrative Panel's decision to expel, that decision is final and the RDSS sends a notice via certified mail to the family within 3 days of the Board meeting. This notice summarizes the Board's affirmation and reiterates pertinent information from the prior notice. The RDSS also completes notification of charter school expulsion for the sponsoring district and ensures the district receives this along with the entire expulsion packet as required. If the Board determines that the expulsion should be overturned based on the appeal, the RDSS sends a notice via certified mail to the family within 3 days of the Board meeting. This notice summarizes the expulsion is overturned and that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the expulsion will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if a rehabilitation plan is met.

Approximately one month prior to the conclusion of the term of expulsion, the RDSS contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. At the time of application, evidence must be presented substantiating satisfaction of the conditions of the student's rehabilitation plan. . If the family does not submit complete documentation or the documentation does not support completion of the rehabilitation plan during the specified readmission time period, the student may still return once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. All written communication is documented and sent via certified mail.

If a student has met all terms, the student's application for readmission is reviewed by the Board for approval. If approved, the student is re-admitted and a re-entry conference with the Principal of their charter school is scheduled to promote a smooth transition.

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Element 11 - Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All employees of Aspire Public Schools who qualify for membership in the California State Teachers’ Retirement System (“CalSTRS”) or the California Public Employees’ Retirement System (“CalPERS”) shall be covered under the appropriate system for the duration of the Charter School’s existence under the same CDS code. Employees will contribute at the rate established by CalSTRS or CalPERS. In the event that CalPERS is unavailable to the Charter School’s classified employees, the Charter School will offer an alternative retirement plan (e.g. an employer-sponsored 403(b) account). Employees not covered under CalSTRS will also participate in social security.

The Payroll and Human Resources Departments at Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Element 12 - Pupil School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

The Charter School is a “school of choice,” and no pupil shall be required to attend the Charter School.

The parent or guardian of each student enrolled in the Charter School will be informed during the admissions process that students have no right to admission in a particular school of a local educational agency (or program of a local educational agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Parents that choose not to attend Firestone Academy will be redirected to the ApplyLA application system for a list of public school attendance alternatives.

Element 13 - Rights of District Employees

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

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

Element 14 - Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Aspire Firestone Academy
8929 Kauffman Avenue
South Gate, CA 90280

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Aspire Firestone Academy
8929 Kauffman Avenue
South Gate, CA 90280

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to

mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any

of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which

Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Chief Operating Officer will serve as the school's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall be as stated in such instrument but in no circumstances shall the term of the agreement providing use exceed five (5) years or extend beyond the term of the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by

said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District

[A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by

any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will

reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

PSC DISTRICT REQUIRED LANGUAGE ADDENDUM

Assurances, Affirmations, and Declarations

Aspire Firestone Academy Charter (also referred to herein as Aspire Firestone Academy “AFA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)⁷
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)⁸
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- 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 non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

⁷ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

⁸ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.
 - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
 - In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
 - As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
 - Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.

Element 1 – The Educational Program

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

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

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and

the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Public School Choice Service Plan for Students with Disabilities

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form ("Assurance Form"). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate

a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District's Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District's Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as A Single-District SELPA under the provisions of Education Code section 56195.1(a). As a Single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal

law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the 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 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. 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.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

PUBLIC SCHOOL CHOICE PERFORMANCE

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This

participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School's performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁹

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School

³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools. As a PSC Charter School, the District will coordinate with the Charter School on any additional policies which may apply.

shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with

any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on

bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of 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. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures documenting that students who reside within the designated attendance boundary have been offered enrollment in accordance with the terms of the Charter School prior to any other students being accepted for admission. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Education Code sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

HOMELESS AND FOSTER YOUTH

Charter School shall 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. 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.

Charter School shall comply with all applicable federal and state laws 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. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 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.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP

- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]

[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE

may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-Location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall be as stated in such instrument but in no circumstances shall the term of the agreement providing use exceed five (5) years or extend beyond the term of the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division,

OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire,

health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School

agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)