



ASPIRE JUNIOR COLLEGIATE ACADEMY

RENEWAL CHARTER for the term July 1, 2018 through June 30, 2023

Original Charter Approved by Los Angeles Unified School District
April 11, 2007

Charter Renewal Approved
January 15, 2013

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Aspire Junior Collegiate Academy Charter: Assurances, Affirmations, and Declarations

Aspire Junior Collegiate Academy (also referred to herein as “JCA” 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).)
- Admit all pupils who wish to attend the Charter School. (Ed. Code § 47605(d)(2)(A).)
- 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).)

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.

9/13/2017

Kate Ford
Los Angeles Area Superintendent
Aspire Public Schools

DATE

INTRODUCTION

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

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 40 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire’s 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 2007.

The Charter School’s present charter term is set to expire on June 30, 2018. 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.

The Charter School is located at 6724 South Alameda St, Huntington Park, CA 90255.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Los Angeles Unified School District (“the District”) to renew the charter for the Charter School for a five-year period, from July 1, 2018 to June 30, 2023.

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 outlined 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.

PETITION ELEMENTS

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 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.

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 of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

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.

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>	
<ul style="list-style-type: none"> • The contact person for Charter School is: 	Rachel Garey
<ul style="list-style-type: none"> • The contact address for Charter School is: 	6724 South Alameda St. Huntington Park, CA 90255
<ul style="list-style-type: none"> • The contact phone number for Charter School is: 	323-583-5421
<ul style="list-style-type: none"> • The proposed address or ZIP Code of the target community to be served by Charter School is: 	6724 South Alameda St. Huntington Park, CA 90255
<ul style="list-style-type: none"> • This location is in LAUSD Board District: 	5
<ul style="list-style-type: none"> • This location is in LAUSD Local District: 	East
<ul style="list-style-type: none"> • The grade configuration of Charter School is: 	K-5
<ul style="list-style-type: none"> • The number of students in the first year will be: 	328
<ul style="list-style-type: none"> • The grade level(s) of the students in the first year will be: 	K-5
<ul style="list-style-type: none"> • Charter School's scheduled first day of instruction in 2018-2019 is: 	August 13, 2018
<ul style="list-style-type: none"> • 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.) 	330
<ul style="list-style-type: none"> • 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: 	Monday-Thursday Start/End: 8:15-3:10 Lunch (K-1): 11:25-12:00 Lunch (2-3):12:20-12:55 Lunch (4-5):1:00-1:35 Friday (Minimum Day) Start/End: 8:15-1:30 Lunch (K-1): 10:30-11:00 Lunch (2-3):12:00-12:30 Lunch (4-5):12:35-1:05
<ul style="list-style-type: none"> • The term of this Charter shall be from: 	July 1, 2018 to June 30, 2023

COMMUNITY NEED FOR CHARTER SCHOOL

The Charter School provides a high performing educational alternative for families in the Huntington Park 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 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 Huntington Park. 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 CCSS aligned programs such as Eureka Math and Wonders as well as EL Achieve and Readers/Writers' Workshop.

Social Emotional Learning- Because urban children of poverty have important additional needs, 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 the 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 1:1 devices (usually 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 not only allows for greater individualization but useful preparation for state testing and Aspire assessments which are online.

Growth Mindset- The transition to the California Common Core State Standards was challenging for Aspire having previously been one of the highest performers on the previous state testing. 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. The Charter School must especially strive to continue to improve its approach to the significant subgroups so that their achievement reflects the Aspire College for Certain model. This has led to intensified ELD, increased opportunities to build reading and writing stamina, implementation of a new math program which is highly aligned to CCSS, 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 Huntington Park, *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 Huntington Park 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.

The Charter School has increased enrollment and decreased the percentage of truancy, while maintaining an outstanding Average Daily Attendance.

Year	# Enrollment	# Suspensions	% Suspension Rate	# Truants	% Truancy Rate	# Average Daily Absences	% ADA
2015-2016	309	0	0.0	91	29.4	10.4	96.6
2016-2017	328	3	0.9	52	15.9	10.1	96.8

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

SUMMARY ANALYSIS OF 2014-2015 AND 2015-2016 DATA

English Language Arts-

For the 2014-2015 school year, the Charter School had a 27% rate of Meet or Exceed Standards in English Language Arts on the SBAC, while the CDE Similar Schools had a median rate of 30%. In the same year, the Charter School had a higher rate of Meet or Exceed Standards than 4 of the 13 of the LAUSD Similar Schools from the CDE and the same rate of Meet or Exceed Standards as 2 out of 13 of the CDE Similar Schools. Thus, in the 2014-2015 school year, the Charter School either exceeded or met the rates of Meet or Exceed Standards for 6 out of 13 CDE Similar Schools.

In the same year, the LAUSD Resident Schools median was 19%. The Charter School had a higher rate of Meet or Exceed Standards than 6 out of 7 of the LAUSD Resident Schools. In the 2015-2016 school year, The Charter School had a 37% rate of Meet or Exceed Standards in English Language Arts on the SBAC, while the CDE Similar Schools had a median rate of 33%. In the same year, the Charter School had a higher rate of Meet or Exceed Standards than 7 of the 13 of the CDE Similar Schools.

In the same year, the LAUSD Resident Schools median was 26%. The Charter School had a higher rate of Meet or Exceed Standards than 6 out of 7 of the LAUSD Resident Schools and the same rate of Meet or Exceed Standards as 1 out of 7 of the LAUSD Resident Schools. Thus, in the 2015-2016 school year, The Charter School either exceeded or met the rates of Meet or Exceed Standards for all 7 of the LAUSD Resident Schools in English Language Arts.

In the 2014-2015 school year, the Charter School's Hispanic and Economically Disadvantaged Students demonstrated a similar trend to our school-wide data, with 27% of Hispanic students Meeting or Exceeding Standards on SBAC in English Language Arts and 25% of Economically Disadvantaged students Meeting or Exceeding Standards on SBAC in English Language Arts. In that same year, the remaining subgroups, English Learners and Students with Disabilities Met or Exceeded Standard in English Language Arts at the rate of 7% and 0% accordingly.

In the 2015-2016 school year, The Charter School's Hispanic and Economically Disadvantaged Students continued to demonstrate a similar trend to our school-wide data, with 37% of Hispanic students Meeting or Exceeding Standards on SBAC in English Language Arts and 35% of Economically Disadvantaged students Meeting or Exceeding Standards on SBAC in English Language Arts. In addition, the subgroup of English Learners demonstrated growth in English Language Arts with a Meet or Exceed Standard rate of 10%, while Students with Disabilities Met or Exceeded Standards in English Language Arts at a rate of 0% accordingly.

Math-

For the 2014-2015 school year, The Charter School had a 24% rate of Meet or Exceed Standards in Mathematics on the SBAC, while the CDE Similar Schools had a median rate of 23%. In the same year, The Charter School had a higher rate of Meet or Exceed Standards than 6 of the 13 of the CDE Similar Schools and the same rate of Meet or Exceed Standards as 2 out of 13 of the LAUSD Similar Schools from the CDE. Thus, in the 2014-2015 school year, The Charter School either exceeded or met the rates of Meet or Exceed Standards for 8 out of 13 of the CDE Similar Schools.

In the same year, the LAUSD Resident Schools median was 15%. The Charter School had a higher rate of Meet or Exceed Standards than all 7 out of 7 of the LAUSD Resident Schools.

In the 2015-2016 school year, The Charter School had a 33% rate of Meet or Exceed Standards in Mathematics on the SBAC, while the CDE Similar Schools had a median rate of 29%. In the same year, JCA had a higher rate of Meet or Exceed Standards than 9 of the 13 of the CDE Similar Schools.

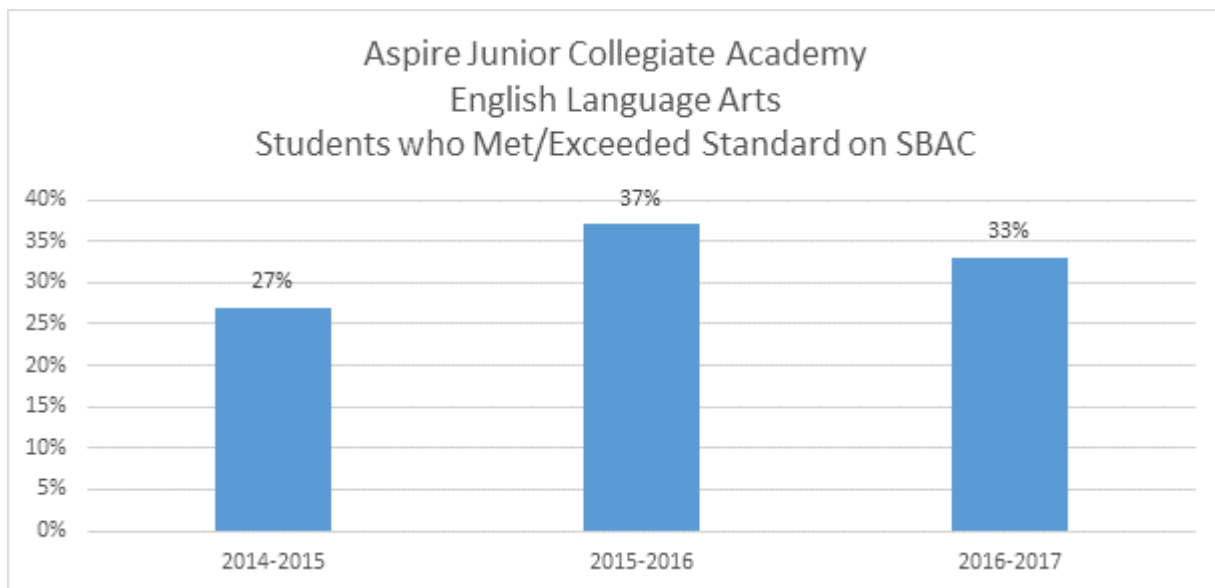
In the same year, the LAUSD Resident Schools median was 21%. The Charter School had a higher rate of Meet or Exceed Standards than 7 out of 7 of the LAUSD Resident Schools.

In the 2014-2015 school year, The Charter School's Hispanic and Economically Disadvantaged Students demonstrated a similar trend to our school-wide data, with 26% of Hispanic students Meeting or Exceeding Standards on SBAC in Mathematics and 23% of Economically Disadvantaged students Meeting or Exceeding Standards on SBAC in Mathematics.

In the 2015-2016 school year, The Charter School's Hispanic and Economically Disadvantaged Students continued to demonstrate a similar trend to our school-wide data, with 33% of Hispanic students Meeting or Exceeding Standards on SBAC in Mathematics and 30% of Economically Disadvantaged students Meeting or Exceeding Standards on SBAC in Mathematics.

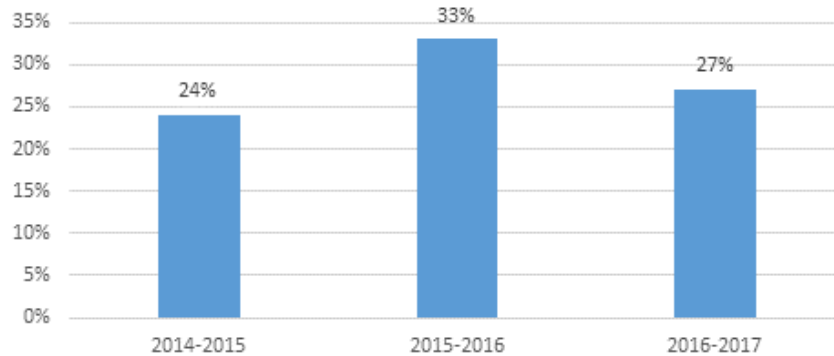
2016-2017 -

In the 2016-2017 school year, The Charter School had a 32.95% rate of students who met or exceeded standard in English Language Arts. While this was a 4% decrease from the 2015-2016 school year, it is still 6% increase from our 2014-2015 school year.



The same trend is evident in The Charter Schools' math data. In the 2016-2017 school year, The Charter School had a 27.27% rate of students who met or exceeded standard in mathematics. While this was a 6% decrease from the 2015-2016 school year, it was a 3% increase from the 2014-2015 school year.

**Aspire Junior Collegiate Academy
Mathematics
Students who Met/Exceeded Standard on SBAC**



**Aspire Junior Collegiate Academy
2014-15 and 2015-16 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had valid test scores.

English Language Arts					2014-15					2015-16				
LD	ED	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
XR	5	2266	Aspire Junior Collegiate Academy	All Students	162	44	29	18	9	173	35	28	23	14
				American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--
				Asian	--	--	--	--	--	--	--	--	--	--
				Black or African American	--	--	--	--	--	1	*	*	*	*
				Filipino	--	--	--	--	--	--	--	--	--	--
				Hispanic or Latino	151	43	30	18	9	172	35	28	23	14
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
				White	--	--	--	--	--	--	--	--	--	--
				Ethnicity - Two or More Races	0	--	--	--	--	--	--	--	--	--
				English Learner	59	66	27	7	0	50	72	18	8	2
				Economically Disadvantaged	153	46	29	18	7	160	36	29	22	13
				Students with Disability	14	79	21	0	0	14	93	7	0	0
LAUSD Similar Schools from CDE														
C	5	2151	Annandale Elementary	All Students	161	55	29	12	4	142	54	23	18	5
S	7	2527	Broad Avenue Elementary	All Students	371	45	30	18	6	351	38	29	20	13
XR	5	2251	Camino Nuevo Academy #4	All Students	400	30	26	32	12	412	25	25	33	17
W	1	3602	Charmock Road Elementary	All Students	168	38	33	21	9	161	29	22	38	11
W	1	3288	Crescent Heights Boulevard Elementary Lang Arts/Sec Jctc Mag	All Students	208	41	21	25	13	205	39	27	20	14
S	7	3384	Del Amo Elementary	All Students	183	42	32	17	8	178	42	29	21	8
E	5	3210	Madison Elementary	All Students	292	40	27	22	11	283	33	25	25	14
XR	3	5477	New Academy Canoga Park	All Students	233	44	29	21	6	228	30	27	30	13
NW	3	5459	Nevada Avenue Elementary	All Students	220	46	25	20	7	213	48	27	18	7
W	1	5986	Palm Elementary	All Students	205	38	28	25	9	184	40	26	20	14
NE	6	6096	Plainview Academic Charter Academy	All Students	167	47	30	17	7	155	42	29	20	9
NE	6	6192	Ranchito Avenue Elementary	All Students	246	34	31	23	13	248	35	26	20	19
NW	3	6712	Shirley Avenue Elementary	All Students	248	43	29	20	9	235	29	30	25	16
LAUSD Similar Schools from CDE Median														
Resident Schools														
E	5	5301	Middleton Street Elementary	All Students	750	47	32	17	4	735	44	28	21	6
E	7	3890	Florence Avenue Elementary	All Students	410	39	30	22	8	377	36	27	23	14
E	5	5315	Miles Avenue Elementary	All Students	562	51	27	18	8	499	41	26	20	13
C	5	4640	Walnut Park Elementary	All Students	405	52	25	14	4	388	40	32	20	8
S	7	4219	Graham Elementary	All Students	396	62	23	12	2	410	53	26	15	5
S	7	6021	Parmalee Avenue Elementary	All Students	429	51	29	15	5	453	49	25	16	6
S	7	5325	Marmonte Elementary	All Students	434	59	34	14	3	347	61	22	13	3
Resident Schools Median														
				All Students	429	51	25	15	4	410	44	27	20	6

Aspire Junior Collegiate Academy
2014-15 and 2015-16 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

Mathematics					2014-15					2015-16				
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Students with Scores	% Standard Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
XR	5	2266	Aspire Junior Collegiate Academy	All Students	163	34	41	18	6	173	31	36	22	11
				American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--
				Asian	--	--	--	--	--	--	--	--	--	--
				Black or African American	--	--	--	--	--	1	*	*	*	*
				Filipino	--	--	--	--	--	--	--	--	--	--
				Hispanic or Latino	152	34	40	20	6	172	31	36	22	11
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
				White	--	--	--	--	--	--	--	--	--	--
				Ethnicity - Two or More Races	0	--	--	--	--	--	--	--	--	--
				English Learner	60	43	50	7	0	50	46	40	14	0
				Economically Disadvantaged	154	36	42	18	5	160	33	38	21	9
				Students with Disability	14	86	7	7	0	14	93	0	7	0
LAUSD Similar Schools from CDE														
C	5	2151	Annandale Elementary	All Students	164	61	29	9	1	143	56	29	13	2
S	7	2527	Broad Avenue Elementary	All Students	374	48	28	18	6	352	36	34	24	6
XR	5	2251	Camino Nuevo Academy #4	All Students	401	26	37	22	15	412	27	37	24	12
W	1	3002	Charnock Road Elementary	All Students	168	49	33	13	5	163	34	38	21	7
W	1	3288	Crescent Heights Boulevard Elementary Lang Arts/Soc/Arts Mag	All Students	208	47	26	17	10	205	35	34	21	9
S	7	3384	Del Amo Elementary	All Students	163	44	40	14	2	179	37	37	19	7
E	5	3210	Madison Elementary	All Students	293	44	31	19	5	287	38	33	20	8
XR	3	5477	New Academy Canoga Park	All Students	233	34	41	21	4	228	22	45	26	10
NW	3	5459	Nevada Avenue Elementary	All Students	219	54	30	11	4	217	55	32	9	4
W	1	5986	Palmis Elementary	All Students	205	47	34	13	6	188	49	26	16	9
NE	6	6096	Plainview Academic Charter Academy	All Students	167	46	32	16	6	159	36	43	18	4
NE	6	6192	Ranchito Avenue Elementary	All Students	246	24	34	28	14	250	31	31	25	13
NW	3	6712	Shirley Avenue Elementary	All Students	248	36	33	19	12	241	39	28	27	16
LAUSD Similar Schools from CDE Median					219	46	33	17	6	217	36	34	21	8
Resident Schools														
E	5	5301	Middleton Street Elementary	All Students	257	50	35	12	3	247	44	35	16	5
E	7	3890	Florence Avenue Elementary	All Students	411	45	34	16	5	381	35	38	22	5
E	5	5315	Miles Avenue Elementary	All Students	567	49	30	15	6	506	45	32	15	8
E	5	4640	Walnut Park Elementary	All Students	406	60	26	12	2	398	54	27	16	4
S	7	4219	Graham Elementary	All Students	399	64	28	7	1	412	54	28	14	4
S	7	6021	Parmelee Avenue Elementary	All Students	434	54	29	12	6	461	45	30	19	6
S	7	5329	Miramonte Elementary	All Students	433	57	31	10	3	346	60	27	10	3
Resident Schools Median					433	54	30	12	3	412	45	30	16	5

Aspire Junior Collegiate Academy
ENGLISH LEARNER PERFORMANCE

The Title III program assists LEAs to develop and enhance their capacity to provide high-quality instructional programs designed to prepare ELs to enter all-English instructional settings. Title III Accountability ensures that LEAs assist ELs in overcoming language barriers and meeting academic achievement outcomes as demonstrated by meeting the Annual Measureable Academic Objectives (AMAO) targets.

					Making Annual Progress in Learning English						Attaining English Proficiency							
											Less than 5 years				5 Years or More			
LD	BD	Loc Code	School	School Type	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number Making Progress	Percent Met AMAO 1 2014-15	Percent Making Progress 2015-16	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level 2014-15	Percent Attain Eng Prof. Level 2015-16	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level 2014-15	Percent Attain Eng Prof. Level 2015-16
XR	5	2266	Aspire Junior Collegiate Academy	Elementary School	88	88	100.0%	35	53.5%	39.8%	102	16	30.4%	15.7%	18	6	28.6%	33.3%
LAUSD Similar Schools from CDE																		
C	5	2151	Annandale Elementary	Elementary School	68	68	100.0%	36	54.7%	52.9%	80	12	9.0%	15.0%	5	--	--	--
S	7	2527	Broad Avenue Elementary	Elementary School	94	93	98.9%	64	72.0%	68.8%	93	34	45.6%	36.6%	30	18	58.3%	60.0%
XR	5	2251	Camino Nuevo Academy #4	Spec Schools (Not Magnets)	224	215	96.0%	114	65.8%	53.0%	200	41	28.5%	20.5%	65	39	54.9%	60.0%
W	1	3002	Charnock Road Elementary	Elementary School	117	117	100.0%	84	58.6%	71.8%	139	47	25.4%	33.8%	12	5	50.0%	41.7%
W	1	3288	Crescent Heights Boulevard Elementary Lang Arts/Soc/Arts Mag	Magnet-Self Contained (Elem)	69	69	100.0%	47	70.8%	68.1%	63	28	43.4%	44.4%	13	8	--	61.5%
S	7	3384	Del Amo Elementary	Elementary School	59	50	100.0%	30	62.2%	60.0%	54	22	41.4%	40.7%	8	--	41.7%	--
E	5	3210	Madison Elementary	Elementary School	141	141	100.0%	97	59.5%	68.8%	158	53	24.5%	33.5%	28	12	50.0%	42.9%
XR	3	5477	New Academy Canoga Park	Elementary School	215	215	100.0%	152	55.9%	61.4%	253	55	19.7%	21.7%	1	--	35.0%	--
NW	3	5459	Nevada Avenue Elementary	Elementary School	156	156	100.0%	88	63.3%	56.4%	163	48	26.7%	26.4%	25	15	64.7%	60.0%
W	1	5986	Palmis Elementary	Elementary School	123	122	99.2%	80	55.8%	65.6%	144	53	29.7%	36.8%	11	3	57.1%	27.3%
NE	6	6096	Plainview Academic Charter Academy	Elementary School	77	77	100.0%	46	56.2%	59.7%	83	26	29.5%	31.3%	12	8	27.3%	66.7%
NE	6	6192	Ranchito Avenue Elementary	Elementary School	176	176	100.0%	97	60.3%	55.1%	217	49	26.6%	22.6%	7	--	--	--
NW	3	6712	Shirley Avenue Elementary	Elementary School	106	106	100.0%	57	50.0%	53.8%	134	40	33.6%	29.9%	3	--	35.3%	--
LAUSD Similar Schools from CDE Median					117	117	100.0%	80	58.6%	60.0%	139	41	26.7%	31.3%	12	10	50.0%	60.0%
Resident Schools																		
E	5	5301	Middleton Street Elementary	Elementary School	481	481	100.0%	271	57.8%	54.3%	373	133	46.8%	35.7%	127	47	26.3%	37.0%
E	7	3890	Florence Avenue Elementary	Elementary School	271	271	100.0%	158	55.5%	58.3%	293	95	28.0%	32.4%	48	17	32.5%	35.8%
E	5	5315	Miles Avenue Elementary	Elementary School	437	437	100.0%	247	56.4%	56.5%	480	131	24.4%	27.3%	72	42	57.5%	58.3%
E	5	4640	Walnut Park Elementary	Elementary School	223	222	99.6%	142	58.5%	64.0%	244	72	26.9%	29.5%	47	29	59.1%	61.7%
S	7	4219	Graham Elementary	Elementary School	321	321	100.0%	201	53.3%	62.9%	327	82	21.1%	25.1%	64	26	40.4%	40.6%
S	7	6021	Parmelee Avenue Elementary	Elementary School	341	321	100.0%	166	55.2%	51.7%	338	81	21.7%	24.0%	76	34	37.1%	44.7%
S	7	5329	Miramonte Elementary	Elementary School	345	345	100.0%	212	63.5%	61.4%	369	106	24.6%	29.4%	50	31	49.3%	62.0%
Resident Schools Median					321	321	100.0%	202	56.4%	58.3%	338	95	24.0%	29.4%	64	31	40.4%	44.7%

2015-16	2014-15 # EL	2015-16 # Reclassified	2015-16 Reclassification Rate	Change from Prior Year
Aspire Junior Collegiate Academy	142	25	17.6%	7.7%
LAUSD Similar Schools from CDE Median	155	20	13.7%	-2.7%
Resident Schools Median	398	47	11.5%	-8.3%
District	164,349	19,952	12.1%	-4.5%

2014-15	2013-14 # EL	2014-15 # Reclassified	2014-15 Reclassification Rate
Aspire Junior Collegiate Academy	141	14	9.9%
LAUSD Similar Schools from CDE Median	183	28	16.4%
Resident Schools Median	432	87	19.8%
District	179,322	29,694	16.6%

2013-14	2012-13 # EL	2013-14 # Reclassified	2013-14 Reclassification Rate
Aspire Junior Collegiate Academy	--	22	0.0%
LAUSD Similar Schools from CDE Median	169	32	17.1%
Resident Schools Median	412	57	12.2%
District	170,797	25,532	13.9%

**Aspire Junior Collegiate Academy
OUT-OF-SCHOOL SUSPENSION EVENTS**

This page displays the out-of-school suspension event rates for 2013-14, 2014-15 and 2015-16, and suspension events, students suspended, days and rates for 2015-2016 school year based on schools' self-reported monthly suspensions.

LD	BD	Loc Code	School	2015-16				2015-16 SUBGROUPS							
				Susp. Event Rate 2013-14	Susp. Event Rate 2014-15	Susp. Event Rate	Single Std. Susp. %	AFRICAN AMERICAN STUDENTS				STUDENTS WITH DISABILITY			
				# Enrolled	# Events	# Days	# Enrolled	# Events	# Days	Susp. Event Rate 2015-16	Single Std. Susp. % 2015-16	# Enrolled	# Events	# Days	Single Std. Susp. % 2015-16
XR	S	2266	Aspire Junior Collegiate Academy	0.0%	0.0%	0.0%	0.0%	309	0	0	0.0%	22	0	0	0.0%
LAUSD Similar Schools from CDE															
C	S	2151	Annandale Elementary	0.0%	0.0%	0.0%	0.0%	292	3	7	0.0%	42	7	7	17.5%
S	7	2527	Broad Avenue Elementary	0.0%	0.3%	0.1%	0.1%	692	1	1	0.0%	73	1	1	1.4%
XR	S	2251	Camino Buena Academy #4	4.1%	2.9%	4.8%	2.7%	629	30	35	4.8%	62	0	0	0.0%
W	1	3002	Charmack Road Elementary	0.0%	1.2%	0.0%	0.0%	345	0	0	0.0%	61	0	0	0.0%
W	1	3268	Crescent Heights Boulevard Elementary Lang Arts/Soc Jste Mag	0.0%	0.5%	0.3%	0.3%	384	1	1	0.0%	23	1	1	4.3%
S	7	3384	Del Arco Elementary	0.0%	0.0%	0.0%	0.0%	405	0	0	0.0%	44	0	0	0.0%
S	7	3210	Madison Elementary	0.0%	0.5%	0.0%	0.0%	608	0	0	0.0%	55	0	0	0.0%
XR	4	5673	New Academy Carnegie Park	0.2%	0.0%	0.2%	0.2%	499	1	2	0.0%	39	0	0	0.0%
NW	3	5455	Nevada Avenue Elementary	0.0%	0.0%	0.2%	0.2%	641	1	1	0.0%	52	1	1	1.9%
W	1	5986	Palm Elementary	0.0%	0.0%	0.3%	0.3%	377	1	2	0.0%	52	2	3	3.8%
NE	6	6056	Plainsview Academic Charter Academy	0.0%	0.6%	0.6%	0.6%	336	2	3	0.0%	44	3	5	6.8%
NE	6	6162	Ranchos Avenue Elementary	0.0%	0.0%	0.7%	0.7%	565	4	35	0.0%	53	15	15	28.3%
NW	3	6712	Shirley Avenue Elementary	0.0%	0.0%	0.0%	0.0%	356	0	0	0.0%	60	0	0	0.0%
LAUSD Similar Schools from CDE Median															
Resident Schools															
E	5	5201	Middleton Street Elementary	0.0%	0.0%	0.0%	0.0%	1056	0	0	0.0%	118	0	0	0.0%
E	7	3850	Pomona Avenue Elementary	0.0%	0.1%	0.0%	0.0%	748	0	0	0.0%	78	0	0	0.0%
E	5	5315	Millen Avenue Elementary	0.0%	0.0%	0.1%	0.1%	1090	1	2	0.0%	102	2	4	2.0%
E	5	4640	Walnut Park Elementary	0.0%	0.0%	0.0%	0.0%	802	0	0	0.0%	49	0	0	0.0%
S	7	4219	Graham Elementary	0.0%	0.1%	0.1%	0.1%	800	1	1	0.0%	60	1	1	1.7%
S	7	6071	Hammill Avenue Elementary	0.0%	0.0%	0.7%	0.7%	857	6	22	0.0%	88	12	12	13.6%
S	7	5329	Miramar Elementary	0.0%	0.5%	0.3%	0.3%	749	2	2	0.0%	68	2	3	2.9%
Resident Schools Median															
				0.0%	0.1%	0.1%	0.1%	802	1	1	0.0%	80	1	1	1.3%

THE CHARTER SCHOOL'S MISSION

The Charter School's mission 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 mission 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 332 students in grades K-5.

<i>Enrollment Roll-Out Plan</i>					
<i>Grade</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>
<i>K</i>	52	52	52	52	52
<i>1</i>	52	52	52	52	52
<i>2</i>	52	52	52	52	52
<i>3</i>	52	52	52	52	52
<i>4</i>	60	60	60	60	60
<i>5</i>	62	62	62	62	62
<i>Total</i>	330	330	330	330	330

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 633,621 students in 2016-17. Of these students, African Americans constitute 8.3% of the students, American Indians 0.2%, Asians 3.7%, Filipinos 1.9%, Hispanics 74.0%, Pacific Islanders 0.3% and Whites 10.1%. During the 2016-17 school year, students who spoke English as a second language made up 24.9% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics.

Aspire'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 Aspire is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.

SY2017 - 2018

Aspire Los Angeles

JCA Instructional 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					

JULY...2017

4 : Independence Day

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	31		

AUGUST...2017

Teacher Workdays

14 : First Day of School

Instructional Days : 14

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

SEPTEMBER...2017

4: Labor Day

Instructional Days : 20

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				

OCTOBER...2017

9 - 13 : Fall Break

Instructional Days : 17

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	30		

NOVEMBER...2017

10: Veterans' Day

20 - 24: Thanksgiving Break

Instructional Days : 16

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						

DECEMBER...2017

18 - 22 : SLC's Minimum Days

25 - 29 : Winter Break

Instructional Days : 16

Legend:

School Days

136

Minimum Days

44

Total

180

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			

JANUARY...2018

1 -12 : Winter Break

15 : MLK Jr. Day

Instructional Days : 12

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			

FEBRUARY...2018

19 : Presidents Day

Instructional Days : 19

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

MARCH...2018

19 -23 : SLC's Minimum Days

26 - 30 : Spring Break

Instructional Days : 17

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					

APRIL...2018

Instructional Days : 21

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	31		

MAY...2018

Instructional Days : 22

28: Memorial Day

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

JUNE...2018

8 : Last Day of School

Instructional Days : 6

The Charter School's academic calendar and schedules by grade can be found below, as well as an instructional minutes calculator.

Aspire Junior Collegiate Academy

Bell Schedule

School Year 17-18

Kindergarten						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
8:15	Morning Meeting	20		8:15	Morning Meeting	5
8:35	Shared Reading ELA	20		8:20	Shared Reading ELA	15
8:55	Reading Workshop Part 1	25		8:35	Reading Workshop Part 1	25
9:20	Recess	N/A		9:00	Recess	N/A
9:40	Brain Break	5		9:15	Brain Break	5
9:45	Reading Workshop Part 2	20		9:20	Reading Workshop Part 2	10
10:05	Phonics	20		9:30	Phonics	15
10:25	Learning Stations	20		9:45	Learning Stations	15
10:45	Writers Workshop	35		10:00	Writers Workshop	10
11:20	Brain Break	5		10:10	Lunch	N/A
11:25	Lunch	N/A		10:40	Brain Break	10
12:00	Brain Break	5		10:50	Math	60
12:05	Math	60		11:50	Brain Break	10
1:05	Brain Break	5		12:00	Designated ELD	35
1:10	Designated ELD	30		12:35	Specials: Science, PE, Art or Music (rotating days)	35
1:40	Specials: Science, PE, Art or Music (rotating days)	50		1:10	Community Circle, Calendar, Clean Up	20
2:30	Community Circle, Calendar, Clean Up	30		1:30	Dismissal	
3:00	Line Up for Dismissal	5		Social Science is embedded in the ELA Lessons		
3:10	Dismissal	N/A				
Total Instructional Minutes		355/day		Total Instructional Minutes		270/day

First Grade						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
8:15-8:20	Morning Meeting	5		8:15-8:25	Morning Assembly	10
8:20-8:40	Community Circle	20		8:25-8:30	Transition	5
8:40-9:20	Phonics	40		8:30-8:50	Community Circle	20
9:20-9:40	Recess	N/A		8:50-9:20	Art	30
9:40-9:50	Shared Reading	10		9:20-9:30	Recess	N/A
9:50-10:30	Readers Workshop	40		9:30-10:00	Reader's Workshop	30
10:30-10:45	Math	15		10:00-10:30	Read Aloud	30
10:45-11:25	Music/Science/PE/Art	40		10:30-11:00	Lunch	N/A
11:25-12:00	Lunch	N/A		11:00-11:30	Read Aloud	30
12:00-12:45	Writer's Workshop	45		11:30-11:50	Phonics	20
12:45-1:15	Designated ELD	30		11:50-12:35	Math/Blended Learning	45
1:15-1:25	Math Concept Development	10		12:35-12:50	Writer's Workshop	15
1:25-2:25	Math/Blended Learning	60		12:50-1:25	Learning Stations	35
2:25-2:35	Student Debrief	10		1:30	Clean up & Dismissal	
2:35-3:05	Learning Stations	30				
3:10	Dismissal			Social Science is embedded in the ELA Lessons		
Total Instructional Minutes		355/day		Total Instructional Minutes		270/day

Second Grade						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
8:15-8:30	Morning Assembly	15		8:15-8:30	Morning Assembly	15
8:30-9:00	Morning Routines, SEL, Phonics	30		8:30-9:00	Morning Routines, SEL, Phonics	30
9:00-9:30	Math	30		9:00-9:50	Math	50
9:30-10:15	Specials: Science, Music, Art, PE	45		9:50-10:00	Recess	N/A
10:15-10:20	Read Aloud	5		10:00-11:00	Reader's Workshop	60
10:20-10:40	Recess	N/A		11:00-11:20	Phonics	20
10:40-11:00	Math/Blended Learning	20		11:20-12:00	Science	40
11:00-11:30	Writer's Workshop	30		12:00-12:30	Lunch	N/A
11:30-12:20	Technology	50		12:35-1:30	Technology	55
12:20-12:50	Lunch	N/A		1:30	Dismissal	
12:50-1:30	Designated ELD	40				
1:30-2:15	Reader's Workshop	45		Social Science is embedded in the ELA Lessons		
2:15-2:45	Learning Centers	30				
2:45-3:00	Closing Routines	15				
3:00-3:10	Dismissal					
Total Instructional Minutes		355/day		Total Instructional Minutes		270/day

Third Grade						
Monday-Thursday				Friday		
Time	Subject	Minutes		Time	Subject	Minutes
8:15-8:30	Morning Assembly	15		8:15-8:30	Morning Assembly	15
8:30-8:45	Morning Circle	15		8:30-8:45	Community Circle	15
8:45-10:00	Math	75		8:45-9:50	Math	65
10:00-10:20	Read Aloud	20		9:50-10:00	Recess	N/A
10:20-10:40	Recess	N/A		10:00-11:00	Writer's Workshop	60
10:45-11:30	Writer's Workshop	45		11:00-12:00	Project Based Learning	60
11:30-12:20	Specials: Science, Music, Art, PE	50		12:00-12:30	Lunch	N/A
12:20-12:50	Lunch	N/A		12:30-1:25	Reader's Workshop	55
12:50-1:40	Reader's Workshop	50		1:30	Dismissal	
1:40-2:25	Blended Workstations	45				
2:25-2:50	Designated ELD	25		<i>Social Science is embedded in the ELA Lessons</i>		
2:50-3:05	Closing Routine & Clean up	15				
3:10	Dismissal					
Total Instructional Minutes		355/day		Total Instructional Minutes		270/day

Fourth Grade						
Monday				Tuesday		
Time	Subject	Minutes		Time	Subject	Minutes
8:15-8:30	Morning Assembly	15		8:15-8:30	Morning Assembly	15
8:30-9:25	PE	55		8:30-9:25	Science	55
9:25-9:35	Morning Meeting	10		9:25-10:10	Writer's workshop	45
9:35-10:45	Science	70		10:10-10:20	Mentor Sentence	10
10:45-11:05	Recess	N/A		10:20-10:45	Math	25
11:05-12:00	Math	55		10:45-11:05	Recess	N/A
12:00-12:35	Math/Blended Learning	35		11:05-11:35	Math	30
12:35-1:00	Interactive Read Aloud	25		11:35-12:05	Math/Blended Learning	30
1:00-1:35	Lunch	N/A		12:05-1:00	Music	55
1:35-2:30	Reader's Workshop	55		1:00-1:35	Lunch	N/A
2:30-3:05	Designated ELD	35		1:35-2:30	Reader's Workshop	55
3:10	Dismissal			2:30-3:05	Designated ELD	35
				3:10	Dismissal	
Total Instructional Minutes		355/day		Total Instructional Minutes		355/day
Wednesday				Thursday		
8:15-8:30	Morning Assembly	15		8:15-8:30	Morning Assembly	15
	Morning Meeting & Read Aloud	20			Morning Meeting & Read Aloud	20
8:30-8:50				8:30-8:50		
8:50-9:35	Writer's Workshop	45		8:50-9:35	Writer's Workshop	45
9:35-10:25	ELA/Blended Learning	50		9:35-10:25	Blended Learning	50
10:25-10:45	Math	20		10:25-10:45	Math	20
10:45-11:05	Recess	N/A		10:45-11:05	Recess	N/A
11:05-11:35	Math	30		11:05-11:55	Science	50
11:35-12:05	Math/Blended Learning	30		11:55-12:30	Math	35
12:05-1:00	Science	55		12:30-1:00	Math/Blended Learning	30
1:00-1:35	Lunch	N/A		1:00-1:35	Lunch	N/A
1:35-2:30	Reader's Workshop	55		1:35-2:30	Reader's Workshop	55
2:30-3:05	Designated ELD	35		2:30-3:05	Designated ELD	35
3:10	Dismissal	0		3:10	Dismissal	
Total Instructional Minutes		355/day		Total Instructional Minutes		355/day
Friday						
8:15-8:30	Morning Assembly	15				
	Morning Meeting & Read Aloud	20				
8:30-8:50						
8:50-9:35	Writer's Workshop	45				
9:35-10:00	Technology	25				
10:00-10:10	Recess	N/A		Social Science is embedded in the ELA Lessons		
10:10-11:40	Math	90				
11:40-12:05	Reader's Workshop	25				
12:05-12:35	Team & Class Building	30				
12:35-1:00	Lunch	N/A				
1:05-1:25	Designated ELD	20				
1:25-1:30	Dismissal					
Total Instructional Minutes		270/day				

Fifth Grade						
Monday				Tuesday		
Time	Subject	Minutes		Time	Subject	Minutes
8:15-8:30	Morning Assembly	15		8:15-8:30	Morning Meeting	15
8:30-8:40	Morning Meeting	10		8:30-9:30	Math	60
8:40-8:50	Math	60		9:30-10:10	Math/Blended Learning	40
9:40-10:10	Math/Blended Learning	30		10:10-10:40	SEL/Community Circle	30
10:10-10:40	SEL/Community Circle	30		10:40-11:00	Recess	N/A
10:40-11:00	Recess	N/A		11:00-11:55	Science	55
11:00-12:05	Reader's Workshop	65		11:55-12:40	Reader's Workshop	45
12:05-1:00	Science	55		12:40-1:00	ELA Blended Learning	20
1:00-1:35	Lunch	N/A		1:00-1:35	Lunch	N/A
1:35-2:15	Writer's Workshop	40		1:35-2:15	Writer's Workshop	40
2:15-2:55	Designated ELD	40		2:15-2:55	Designated ELD	40
2:55-3:05	End of Day Procedures: Review HW, Reflection, Student Self-monitoring	10		2:55-3:05	End of Day Procedures: Review HW, Reflection, Student Self-monitoring	10
3:10	Dismissal			3:10	Dismissal	
Total Instructional Minutes		355/day		Total Instructional Minutes		355/day
Wednesday				Thursday		
Time	Subject	Minutes		Time	Subject	Minutes
8:15-8:30	Morning Meeting	15		8:15-8:30	Morning Meeting	15
8:30-9:25	PE	55		8:30-9:25	Science	55
9:25-9:40	SEL Check in	15		9:25-10:40	Math	75
9:40-10:40	Science	60		10:40-11:00	Recess	N/A
10:45-11:00	Recess	N/A		11:00-12:00	Reader's Workshop	60
11:00-12:05	Math	65		12:00-1:00	Music	60
12:05-12:30	Math Blended Learning	25		1:00-1:35	Lunch	N/A
12:30-1:00	Reader's Workshop	30		1:35-2:15	Writer's Workshop	40
1:00-1:35	Lunch	N/A		2:15-2:55	Designated ELD	40
1:35-2:15	Writer's Workshop	40		2:55-3:05	End of Day Procedures: Review HW, Reflection, Student Self-monitoring	10
2:15-2:55	Designated ELD	40		3:10	Dismissal	
2:55-3:05	End of Day Procedures: Review HW, Reflection, Student Self-monitoring	10				
3:10	Dismissal					
Total Instructional Minutes		355/day		Total Instructional Minutes		355/day
Friday						
Time	Subject	Minutes				
8:15-8:30	Morning Assembly	15				
8:30-8:40	Morning Meeting	10				
8:40-9:35	Math	55				
9:35-10:00	Math/Blended Learning	25				
10:00-10:10	Recess	N/A				
10:10-10:50	Reader's Workshop	40		Social Science is embedded in the ELA Lessons		
10:50-11:20	ELA Blended Learning	30				
11:20-12:00	Writer's Workshop	40				
12:00-12:35	Class Celebrations	35				
12:35-1:05	Lunch	N/A				
1:10-1:30	End of Day Procedures: Review HW, Reflection, Student Self-monitoring	20				
1:30	Dismissal					
Total Instructional Minutes		270/day				

Instructional Minutes Calculator

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	Yes	136	355	0	0	44	270	0	0	180	36,000	60,160	24,160
K	Yes	136	355	0	0	44	270	0	0	180	36,000	60,160	24,160
1	Yes	136	355	0	0	44	270	0	0	180	50,400	60,160	9,760
2	Yes	136	355	0	0	44	270	0	0	180	50,400	60,160	9,760
3	Yes	136	355	0	0	44	270	0	0	180	50,400	60,160	9,760
4	Yes	136	355	0	0	44	270	0	0	180	54,000	60,160	6,160
5	Yes	136	355	0	0	44	270	0	0	180	54,000	60,160	6,160
6	No	0	0	0	0	0	0	0	0	0	54,000	0	0
7	No	0	0	0	0	0	0	0	0	0	54,000	0	0
8	No	0	0	0	0	0	0	0	0	0	54,000	0	0
9	No	0	0	0	0	0	0	0	0	0	64,800	0	0
10	No	0	0	0	0	0	0	0	0	0	64,800	0	0
11	No	0	0	0	0	0	0	0	0	0	64,800	0	0
12	No	0	0	0	0	0	0	0	0	0	64,800	0	0

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 California Common Core State Standards ("CCSS") 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, Aspire'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. With the adoption of the CCSS, The Charter School program will be more tightly aligned to our college readiness goal.

Additionally, Aspire 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.

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. In June 2017 a new strategic plan called "Aspire Forward" was created and seeks to address 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 teachers 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 Common Core State Standards. This includes increased time for core subjects.
3. Instructional Design which is Common Core 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, 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 to be caring and productive citizens.

Community

Aspire 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 330.

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 twelve.

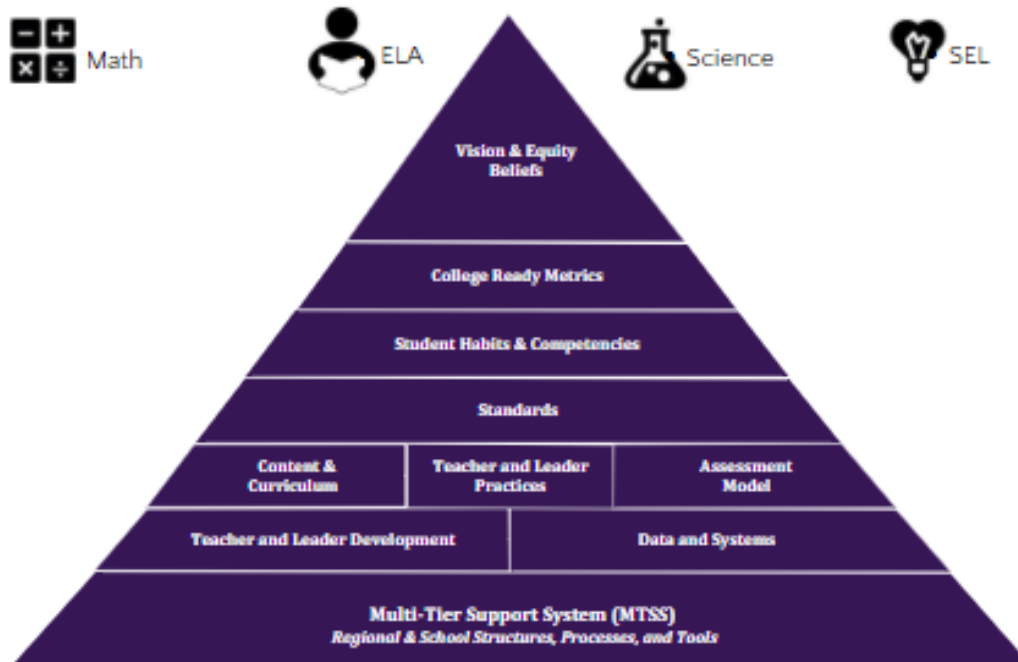
Learning Time

Aspire 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. Aspire schools have, on average, a 7.5 hour school day for grades 1-12. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools.
- *Longer School Year:* Aspire schools provide approximately 180-185 days of instruction, which is more than most traditional public schools. Often there is additional instruction holiday breaks. 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.

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. Aspire's Instructional Methods (AIMs) 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 Common Core State Standards and the Aspire Student Learning Rubric. Aspire's instructional methods are periodically revised to reflect what is being learned through implementation of the CCSS and the evolution of Aspire's instructional program. (See Aspire Instructional Program Pyramid below)



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

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.
- *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.

- *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.
- *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.
- *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.
- *Authentic experiences:* In the early elementary grades at Aspire schools, 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 Aspire schools, 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.

Curriculum

Aspire uses a combination of adopted programs and curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools.

- *English Language Arts:* The Charter School Elementary 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
 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
 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

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

- Phonemic awareness and phonics
- Balance of literacy and informational texts
- Emphasis on text complexity, core texts, and text evidence
- Strategic academic vocabulary
- Integration of history/social studies, science and media/technology
- Emphasis on multiple texts and critical/evaluative reading

The Charter School elementary classroom is a language rich environment, maximizing instructional time, deeper order thinking, and powerful student engagement. When students are learning to read, instruction focuses on skill building and comprehension. Writing is integrated throughout the learning process in K-5, and technology is used extensively to learn and communicate.

- Standards (2012) during Integrated ELD and EL Achieve's Systematic ELD Units for Designated ELD.
 - **Integrated ELD:** All teachers will 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 will also create a language objective that addresses the function that they expect their students practice during structured student interactions. In addition to conducting formative assessments throughout the lesson for content, teachers will also assess and give feedback to ELs about their language use within a specific content area. Integrated ELD will be supported with specifically chosen GLAD strategies that will provide a vehicle for structured student interactions.
 - **Designated ELD:** Teachers will use the Systematic ELD Units from EL Achieve to deliver designated ELD instruction. The purpose of this time will be language learning. The units, however, support content instruction (science, health, social studies, and visual and performing arts) and students will be learning language through topics that will support instruction throughout the day. Instruction is backward 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: Emerging, Expanding, and Bridging. Units are aligned to Common Core Reading, Language, Speaking and Listening, and Writing Standards. Students will be grouped by proficiency level and may switch classrooms within the appropriate grade span during a 30-45 minute block in order to receive ELD instruction at their targeted proficiency level. Assessments and built into the units and teachers will continue to collaborate with each other in order to share the progress of their English Learners.

- *Social Science:* Aspire’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. 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. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive!, Facing History and Ourselves, and a variety of non-fiction texts as recommended by the CCSS.

Throughout the K-5 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.

- *Aspire Math Vision:* The Charter School 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 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:

- Shifting from mile-wide, inch-deep curriculum: Deep understanding of the most critical key topics at each grade level
- Coherent progression: Mastery of these key grade level topics through coherent progressions across grade levels
- Conceptual understanding and procedural fluency: Balance between building conceptual understanding while increasing procedural fluency
- 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, which is powerfully aligned with CCSS, into other content areas.

- *Science:* Through the implementation of the Next Generation Science Standards (NGSS) students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials and the state adopted textbooks may be supplemented with AIMS, Core Knowledge Units, FOSS, scientific readings and local scientific resources such as guest speakers, and presentations.

Other subjects essential to a healthy and balanced life are also covered in a variety of ways:

- *Social Emotional Learning:*

Aspire Social and Emotional Learning Vision Statement

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
- *Visual and Performing Arts:* 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.
- *Health:* Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies. Health instruction follows the California Health Framework and the California Healthy Youth Act. Data from internal surveys and other sources will inform additional needed interventions.
- *Physical Education:* The Aspire 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. Activities include dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games (such as Four Square), and some net games and other sports and games. Recess time and lunch play time also reinforce the skills, activities, and games which are learned during PE class.

Interventions and Enrichment

The Charter School instructional program is designed with the understanding that not all students learn at the same time in the same way; and as teacher and other school personnel create Personalized Learning Plans for each student, 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 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 Balance Assessment Consortium assessment, CELDT and Physical Fitness Test)¹;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Placement Reading Diagnostic (PRD));
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, English Language Arts Writing 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, a child's reflection log, internship mentor reports); and
- The final assessment for students at the Charter School will be their Rites of Passage Experiences (ROPES) Presentation. This interdisciplinary project incorporates all of

¹ The growing emphasis on norm-reference tests is much debated. Educationally, standardized tests are only a single indicator of mastery in basic skills; however, they are regarded by employers and policymakers as broadly meaningful. Aspire Public Schools believes that students should be prepared to be successful on the tests that they are held accountable for; these tests are often the key to future opportunity.

the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. The Charter School has a combination of laptops and Chromebooks, usually at 1:1 or 2:1 student to computer ratio. 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.

Additionally, many Aspire educators utilize technology as a tool to provide students with additional opportunities for individualized learning. The Charter School will combine best practices in blended learning, which combines teacher-led small group instruction with digital learning and interdisciplinary units. Students will follow individualized learning paths on computers as part of their core instruction. These classroom structures support more targeted guided reading and small group instruction in the classroom.

Technology is also used as a tool to provide students with additional opportunities for individualized learning at Aspire. To best reach students, we believe in classroom structures that enable small group and one-on-one instruction. As we've seen in our other schools, 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 has identified 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.

As a result of this philosophy and approach, in SY14-15, the Charter School piloted blended learning in both its ELA and math blocks through the generosity of an external grant. Based on this pilot and simultaneous work to integrate technology in the humanities courses, the Charter School will continue with a blended learning instructional model that will combine teacher-led small group instruction with digital learning and interdisciplinary units. Students will 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.

Aspire has also found that engaging students in technology-aided work helps to prepare students to perform their best on computer-based standardized assessments. As a result, the organization has rigorously screened the products in use at The Charter School to ensure they are presenting standards-based content and question items that are reflective of what students must complete on the annual SBAC examination. The organization allows has purchased and maintains an assessment platform that is used strategically at The Charter School; this platform allows students to have additional practice on certain assessment items to ensure that students feel confident and empowered to show what they know on other computer-based assessments

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

LCFF STATE PRIORITIES	
GOAL #1	
Create safe, inclusive, and welcoming learning environments where students attend and are connected to their school.	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • 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. • Each foster student has an individual learning plan developed upon entry into the school or when identified as being within the foster youth system. • 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. • Positive attendance incentive program for classes, students, and parents, including monthly attendance awards with student certificates, perfect attendance raffle—parent gift card, class trophy and reward for the class with the highest attendance percentage monthly, and end of the year perfect attendance trophy for individual students. • Support for students and families with attendance challenges, including, parent attendance workshops (school-wide and grade specific), counselor support for students with frequent absences, teacher phone calls to students with consecutive absences, frequent monitoring of students encroaching a 10% of current school days absence rate, and support plans for any student encroaching the 10% absence rate. • Ensure 100% of implementation of restorative practices across all school areas through professional development and on the job coaching. • School will use Oncourse to track data on out of class minutes. Monthly, the administrative team, including the Dean of Students, the Dean of Instruction, the Counselor, and the Principal will conduct a data talk to address any discrepancies and/or equity issues. • Implement SEL curriculum school-wide to provide students skills to address any social or emotional needs. • School will invest in maintenance in the school as identified through family, student and teacher surveys. 	

Outcome #1: The school will maintain an ADA of at least 97%.

Metric/Method for Measuring: ADA

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	96.6%	97%	97%	97%	97%	97%
English Learners	97%	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	96.8%	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	95.5%	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	96.8%	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Maintain a suspension rate of .5% or less as seen on the California School Dashboard

Metric/Method for Measuring: CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	less than .5%	less than .5%	less than .5%	less than .5%	less than .5%
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Maintain an expulsion rate of 1% or less

Method for Measuring: Internal Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	Maintain 1% or less	Maintain 1% or less	Maintain 1% or less	Maintain 1% or less	Maintain 1% or less
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	8	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Expected Annual Measurable Outcomes						
Outcome #4: Reduction of student out of class minutes by 25% through 100% implementation of restorative practices across all areas of the school. Metric/Method for Measuring: Oncourse or RyeCatcher (Aspire internal monitoring system)						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Coming in SY 17-18	Decrease by 25%	Decrease by 25%	Decrease by 25%	Decrease by 25%	Decrease by 25%
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Expected Annual Measurable Outcomes						
Outcome #5: The school will score a 3 or better on the Facility Report Card. Metric/Method for Measuring: SARC						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	3	Maintain	Maintain	Maintain	Maintain	Maintain

English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Expected Annual Measurable Outcomes						
Outcome #6: 80% of students will feel cared for at school, as measured by the Student and Family Surveys.						
Metric/Method for Measuring: Family Survey						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	94%	80%	Maintain	Maintain	Maintain	Maintain
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #7: Chronic absentee rate will be less than 10% (same as LAUSD's goal).						
Metric/Method for Measuring: Chronic Absenteeism						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	3.8%	<10%	<10%	<10%	<10%	<10%
English Learners	5%	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	4.6%	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	7.6%	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	4.8%	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Consistent school attendance is increased for each foster child by 30% annually over the next three years.

Metric/Method for Measuring: Family Survey

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	NA
Socioecon. Disadv./Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA Data coming SY 17-18	30% increase	Maintain	Maintain	Maintain	Maintain
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA

*not a significant subgroup at this time

LCFF STATE PRIORITIES	
GOAL #2	
<i>Engage parents and community partners through education, communication, and collaboration to promote student success.</i>	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Utilizing survey results from the 2016-2017 school year, the Ed Specialist, Principal, Counselor, Dean of Students, and Dean of Instruction will meet to determine topics and calendar two parent engagement events for families of students with exceptional needs. School will communicate events directly with parents using the ParentSquare online system, weekly newsletters, events calendar in the school entrance, and direct phone calls to ensure families are aware of SPED events. School will vary meetings times to ensure all parents have availability to attend meetings. School will offer at least two parent common core workshops in the 2017-2018 school year so that parents can better support student learning at home. School will offer positive incentive to students for parent attendance at various stakeholder events (i.e., free dress passes, class parties, etc.) Utilizing survey results from the 2016-2017 school year, the Parent Coordinator, Principal, Counselor, Dean of Students, and Dean of Instruction will meet to determine topics and calendar two parent engagement events for families of students with exceptional needs School will communicate events directly with parents using the ParentSquare online system, weekly newsletters, events calendar in the school entrance, and direct phone calls to ensure families are aware of SPED events. School will vary times of meetings to ensure all parents have availability. School will offer at least two common core workshops in Spanish for parents of English Learners so that parents can better support student learning at home. 	
Expected Annual Measurable Outcomes	
<p>Outcome #1: Through parent groups and the School Site Council, 80% of parents will report through parent surveys, sign in sheets, and interviews, that they have a voice in decision-making and are empowered to help JCA improve and strengthen their program.</p> <p>Metric/Method for Measuring: Family Survey</p>	

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	98%	Maintain or exceed 80%	Maintain or exceed 80%	Maintain or exceed 80%	Maintain or exceed 80%	Maintain or exceed 80%
English Learners	Panorama Ed didn't calculate subgroup data at the time. Baseline data coming SY 17-18	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Panorama Ed didn't calculate subgroup data at the time. Baseline data coming SY 17-18	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Panorama Ed didn't calculate subgroup data at the time. Baseline data coming SY 17-18	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Panorama Ed didn't calculate subgroup data at the time. Baseline data coming SY 17-18	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Expected Annual Measurable Outcomes						
Outcome #2: Through the English Learner Advisory Council (ELAC), 80% of parents of English Learners will report through parent surveys, sign in sheets, and interviews, that they have a voice in decision-making and are empowered to strengthen our English Language Development Program Metric/Method for Measuring: Surveys						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	In Progress sy 17-18	Maintain or exceed 80%	Maintain or exceed 80%	Maintain or exceed 80%	Maintain or exceed 80%	Maintain or exceed 80%
Socioecon. Disadv./Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA
Expected Annual Measurable Outcomes						
Outcome #3: At least three events will be held by the SPED department to support parents of students with exceptional needs and strengthen our services. Metric/Method for Measuring: Parent workshops						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	NA
Socioecon. Disadv./Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	3 events	Maintain 3 or more events	Maintain 3 events or more	Maintain 3 events or more	Maintain 3 events or more	Maintain 3 events or more

African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA
Expected Annual Measurable Outcomes						
Outcome #4: Through surveys and parent interviews, 80% of parents of SPED students will report that they have a voice in decision making and are empowered to strengthen our SPED program. Metric/Method for Measuring: Parent workshops						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	NA
Socioecon. Disadv./Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	Baseline data coming SY 17-18	80% or higher	80% or higher	80% or higher	80% or higher	80% or higher
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA

Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA

*not a significant subgroup at this time

LCFF STATE PRIORITIES						
GOAL #3						
<i>Create, refine and expand targeted intervention and supports for students' academic, health, and social-emotional development.</i>	<div style="text-align: right; padding-right: 10px;">Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div>					
	<div style="text-align: right; padding-right: 10px;">Local Priorities:</div> <div style="display: flex;"> <div style="width: 30%;"><input type="checkbox"/>:</div> <div style="width: 70%;"></div> </div> <div style="display: flex;"> <div style="width: 30%;"><input type="checkbox"/>:</div> <div style="width: 70%;"></div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> School will purchase SEL curriculum to be implemented schoolwide. Professional development time will be devoted to ensure staff have knowledge and support for effective implementation of SEL curriculum. Professional development time will be devoted to supporting teachers in effective Tier 1 and Tier 2 interventions. Principal, Dean of Students, and Dean of Instruction will use time to support teachers with Tier 1 and Tier 2 interventions. Principal, Dean of Students, and Dean of Instruction will work with teachers during PLP check ins, debriefs, team meetings, and planning days to ensure all students' needs are met. Intervention team will be supported by principal, Dean of Instruction, and Dean of Students. 						
Expected Annual Measurable Outcomes						
Outcome #1: 100% of students will participate in an SEL (Social Emotional Learning) program designed to increase self-awareness, communication skills, and executive functioning skills						
Metric/Method for Measuring: Participation in SEL program						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Students participated in SEBL groups with as recommended	100%	Maintain 100% participation	Maintain 100% participation	Maintain 100% participation	Maintain 100% participation

	by classroom teachers.					
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Expected Annual Measurable Outcomes						
Outcome #2: 100% of students that go through the SST process will receive intervention services through math and ELA RTI program. Metric/Method for Measuring: RTI Programs						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% of students that go through the SST process received	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%

	intervention services through math and ELA RTI program.					
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
English Learner	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

*not a significant subgroup at this time

LCFF STATE PRIORITIES	
GOAL #4	
<i>Execute high quality instructional program and provide educational options to ensure every student graduates college ready.</i>	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Purchase math curriculum and math blended learning curriculum for all students. • Purchase Units of Study for Reading and Writing for all teachers. • Purchase additional reading books for classroom libraries to ensure all students have access to complex texts and texts at their reading level. • Continue relationship with Growing Educators for professional development in teaching reading and writing. • Provide professional development on math curriculum, both in house and through curriculum company. • Provide 1:1 computers in grades 2-5. • Provide 5 iPads in each K-1 classroom. • Principal, Dean of Instruction, and Dean of students will conduct weekly walkthroughs through all teachers classrooms. Debriefs, both in person and in email will be done with each teacher. • Principal, Dean of Instruction, and Dean of Students will participate in professional development on standards-based instruction to drive academic achievement. • Principal, Dean of Instruction, and Dean of Students will conduct professional development on standards-based instruction. • Purchase EL Achieve units for ELD block. • Deans of Instruction will conduct weekly planning meetings in which internal classroom data is analyzed to drive instruction • Principal and Education Specialist will conduct weekly planning meetings in which the data of students with exceptional needs will be analyzed • Education Specialist will conduct professional development for staff on supporting students with exceptional needs • Education Specialist will conduct monthly check ins with General Education teachers to ensure all needs of students with exceptional needs are being met • Education specialist will attend professional development on Lindamood Bell Instruction for Reading and Comprehension • Education Specialist will plan and facilitate professional development on Lindamood Bell Instruction for Reading and Comprehension 	

- Education Specialist and Principal will meet with all general education teachers quarterly to ensure effective supports are in place to ensure students with exceptional needs are making academic gains
- Education Specialist will attend all data talks to ensure students with exceptional needs are making academic gains.
- Education Specialist will attend weekly planning meetings for grade levels with high SPED enrollment to ensure standards-based alignment between General Education and SPED team
- Education Specialist will co-teach in classes with high SPED enrollment

Expected Annual Measurable Outcomes

Outcome #1: At least 65% of students will move up one proficiency level according to ELPAC
Metric/Method for Measuring: ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	53.5% (from 2014/2015)	65%	Maintain 65%	Maintain 65%	Maintain 65%	Maintain 65%
Socioecon. Disadv./Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA

Expected Annual Measurable Outcomes						
Outcome #2: 100% of teachers are properly assigned and fully credentialed in the subject area and for the students they are teaching Metric/Method for Measuring: SARC						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Expected Annual Measurable Outcomes						
Outcome #3: 100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned curriculum. Metric/Method for Measuring: SARC						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Expected Annual Measurable Outcomes						
Outcome #4: 100% of students will have a CCSS aligned ELA and Math curriculum.						
Metric/Method for Measuring: SARC						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Expected Annual Measurable Outcomes						
Outcome #5: 100% of ELs will participate in a CCSS aligned ELD program and have access to CCSS in all elements of the regular curriculum. Metric/Method for Measuring: Aspire's Student Data Tracker						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	100%	100% Implementation	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Socioecon. Disadv./Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA

Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA
Expected Annual Measurable Outcomes						
Outcome #6: At least 20% of English Learners will be reclassified to FEP to match or exceed the LAUSD annual percentage.						
Metric/Method for Measuring: Reclassification Rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	17.5%	20% of ELs will be reclassified	Maintain 20% or more	Maintain 20% or more	Maintain 20% or more	Maintain 20% or more
Socioecon. Disadv./Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA
Expected Annual Measurable Outcomes						
Outcome #7: The ELA and Math achievement of EL and FRL students will increase by 15% on SBAC						
Metric/Method for Measuring: SBAC						
APPLICABLE	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

STUDENT GROUPS						
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	ELA: 32.3% Math: 25.5%	Increase by 15%	Increase by 15%	Increase by 15%	Maintain	Maintain
Socioecon. Disadv./Low Income Students	ELA: 32.49% Math: 25.64%	Increase by 15%	Increase by 15%	Increase by 15%	Maintain	Maintain
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA
Expected Annual Measurable Outcomes						
Outcome #8: The ELA and Math achievement of all students will increase by 10% in 2017-2018 and 10% in subsequent years SBAC. Metric/Method for Measuring: SBAC						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	ELA: 36% Math: 35%	ELA: 46% Math: 45%	ELA: 56% Math: 55%	ELA: 66% Math: 75%	ELA: 76% Math: Maintain	Maintain
English Learners	ELA: 10% Math: 14%	ELA: 20% Math: 24%	ELA: 30% Math: 34%	ELA: 40% Math: 44%	ELA: 50% Math: 54%	ELA: 60% Math: 64%

Socioecon. Disadv./Low Income Students	ELA: 35% Math: 30%	ELA: 45% Math: 40%	ELA: 55% Math: 50%	ELA: 65% Math: 60%	ELA: 75% Math: 70%	Maintain
Foster Youth	*	*	*	*	*	*
Students with Disabilities	ELA: 0% Math: 7%	ELA: 10% Math: 17%	ELA: 20% Math: 27%	ELA: 30% Math: 37%	ELA: 40% Math: 47%	ELA: 50% Math: 57%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	ELA: 37% Math: 33%	ELA: 47% Math: 43%	ELA: 57% Math: 53%	ELA: 67% Math: 63%	ELA: 77% Math: 73%	Maintain
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

*not a significant subgroup at this time

MEETING THE NEEDS OF ALL STUDENTS

SUPPORT FOR ENGLISH LEARNERS

Overview

All Aspire schools in Los Angeles are guided by the Aspire LA Regional English Learner Master Plan which is updated annually. Aspire assures equity in access to a rigorous standards-based, college preparatory, curricula for English Learners (ELs). Aspire 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;

Aspire meets all applicable legal requirements for 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.

Aspire is in the last year of administering the California English Language Development Test (CELDT) before it transitions into the English Language Proficiency Assessment for California (ELPAC). Aspire will update the language in the EL Master Plan in the spring of 2018, following the results of administering the first ELPAC. Throughout the document, ELPAC is inserted alongside of CELDT to show that the new assessment will be taking the place of the CELDT in the spring of 2018.

Home Language Survey

The School administers the home language survey upon a student's initial enrollment into the School (on enrollment 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.

CELDT (ELPAC) Testing

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

- The student is given the California English Language Development Test (CELDT) or the current California language assessment and tested within thirty days of initial enrollment^[1] and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.
- Aspire notifies all parents of its responsibility for CELDT (ELPAC) testing and of CELDT (ELPAC) results within thirty days of receiving results from publisher. The CELDT (ELPAC) shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- As soon as the CELDT (ELPAC) data is received from the state, the data is imported into Aspire's Data Portal. The sample report below guides the placement and instruction of all English Learners, as well as inform professional development for all staff.

Redesignation Procedures

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 Criteria	Criteria Met
English Language Proficiency Assessment	Scored Early Advanced or Advanced on the CELDT with no subtest score below Intermediate.	Yes/No
Comparison of Performance in Basic Skills	Students meet at least one of the following academic indicators: <ul style="list-style-type: none">• Scored Nearly Met, Met or Exceed on SBAC• Scored Below, On, or Above on the Star Renaissance Reading Test• Scored within one level of On, On or Above on the DRA or F&P reading assessments.	<INDICATE WHICH ADDITIONAL ACADEMIC INDICATOR (s) THE CHILD MET, EG. Nearly Met on SBAC, Below Grade level on STAR Ren, etc.)>
Teacher Evaluation	Teacher recommends reclassification based on classroom evidence of academic performance.	<Add Yes for Teacher Confirmation>
Parental Opinion and Consultation *	Parents are welcome to meet with school personnel to discuss in more detail and share their recommendation.	*Please contact us if you would like to discuss further.

After receiving the CELDT (ELPAC) results each year, the Home Office sends a list of possible students for redesignation based on these criteria. Parents are notified and given the option to review and express an opinion on redesignation.

After a student is redesignated to R-FEP, 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 R-FEP 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.

Reclassifying English Learners with Disabilities

A student with a disability may be reclassified as English proficient according to the same criteria as their general education peers. 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.

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-8, and the California Common Core State Standards Assessment (SBAC). Each school's individual charter and LCAP provide specific growth targets.
2. Reclassifying English learners - All English Learners who meet established criteria are reclassified. There is established follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) 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. Students meet the CELDT (ELPAC) criterion, scoring at the Early Advanced or Advanced level on the CELDT (ELPAC) without any subtest scores below the Intermediate level
 - b. Students meet district set Academic Criteria
 - c. Teacher recommends reclassification based on classroom evidence of academic performance
 - d. Notification of parents of student status and right to be involved in the reclassification process

Strategies and Support

Support for English Learners varies as much as the individual student. English learners' needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but each child also brings some unique strength to meet those needs. The School provides comprehensive support for English Learners through professional development and data to support teachers on these differentiated needs. The school aligns all English Language Development instruction with the 2012 state adopted standards. By having a common understanding of students' needs and the goals for all students, the school provides a needed consistent program no matter the adult working with a child.

The tenets of the program include these guiding principles^[2]

- The priority for instruction is language learning and exploration.
- Using our RtI program, students are grouped by proficiency level, as determined by multiple sources such as CELDT (soon to be ELPAC) results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, DRA, SBAC) along with oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency.

Designated English Development

Kindergarten through 5th Grade

All general education teachers provide a block of designated ELD instruction (25-40 minutes at least four times per week) 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.

^[2] Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

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 all classroom teachers content-area teachers in SDAIE strategies. 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:

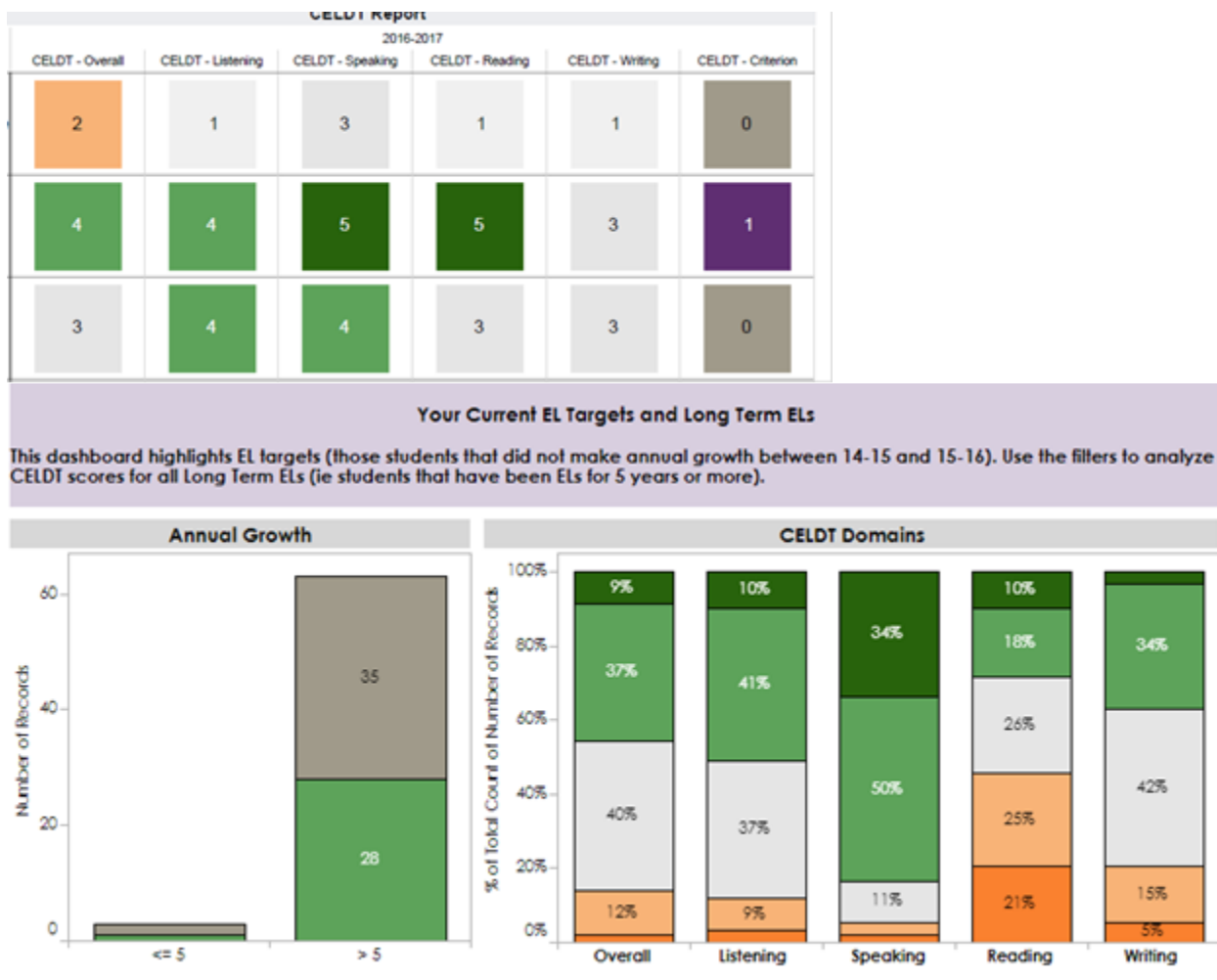
- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- 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.

LTEL Strategy and CELDT/ELPAC Data Use

The Charter School is dedicated to increasing the English proficiency (and rate of proficiency) of LTELs at every level of the organization. The Aspire Home Office data analysis team annually provides the Charter School with a list of students who are LTELs and Pre-LTELs (students who are at risk of becoming long term English Language Learners) based on CELDT and other related data. These students are not ready to reclassify based on the CELDT criterion.

The teachers at the Charter School are then able to access all related CELDT data on the Aspire internal portal. (See samples of data charts below.) They plan appropriate supports and interventions with the goal of reclassification as soon as possible.



LTELS are grouped appropriately by their proficiency level during Designated ELD which is taught by highly qualified teachers that analyze the curricular module assessments to ensure appropriate growth as compared to the other students in the class. Teachers analyze the data of these students to look for specific areas of need and to plan differentiated supports for those language needs.

The RTI program is also designed to identify and support additional EL and LTEL needs in English Language Arts and Math since teachers have access to data that helps them develop a specific plan for students that are ready or nearly ready to reclassify.

LTEs and Pre-LTEs are placed in ELD until they reclassify and receive both Integrated and Designated ELD support. Their progress is monitored at the Charter School by creating a consistent student work review protocol during teacher common planning time. As a part of that meeting:

- Teachers use a Home Office generated data tracking tool and cross-reference their daily exit tickets with summative assessment data.
- Teachers bring the work of their ELs to the meetings and determine if those students are achieving the same rate of growth as other students.
- If they are not growing at the rate of other students, then they analyze the reason for student errors and plan small groups and interventions accordingly.

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.

The Charter School uses a wide range of data to inform decisions around reading/math/writing curriculum, intervention, enrichment, and school operations. At the teacher level, formal and informal assessment data is used to inform teacher practice (lesson planning, design, and delivery) in order to achieve student mastery of common core standards. At the school level, formal and informal assessment data is used by the Principal and Leadership Team to inform the school wide Response to Intervention program. Every month the RTI team analyzes the data, adjusts/creates interventions and additional resources (tutoring, SST referrals, after school assistance, etc.) and uses the data to monitor all students' academic progress. At the regional level, all data is reviewed and analyzed by the Regional Leadership Team (Area Superintendent, Associate Superintendents, and Directors) in order to direct regional professional

development and assist in principal development and the ability to give meaningful feedback and training to teachers. Organizationally, Aspire the Senior Educational Leader Team (SET) meets monthly to review all data, make curriculum and instruction decisions, and reflect on any implications for each region and the organization as a whole. At every level of decision-making, the data of each significant subgroup (as addressed in this petition) is reviewed/analyzed separately in order to create specific and meaningful interventions and responses to its unique needs and challenges.

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 deep into a topic until they are challenged. It allows a natural source of differentiation.

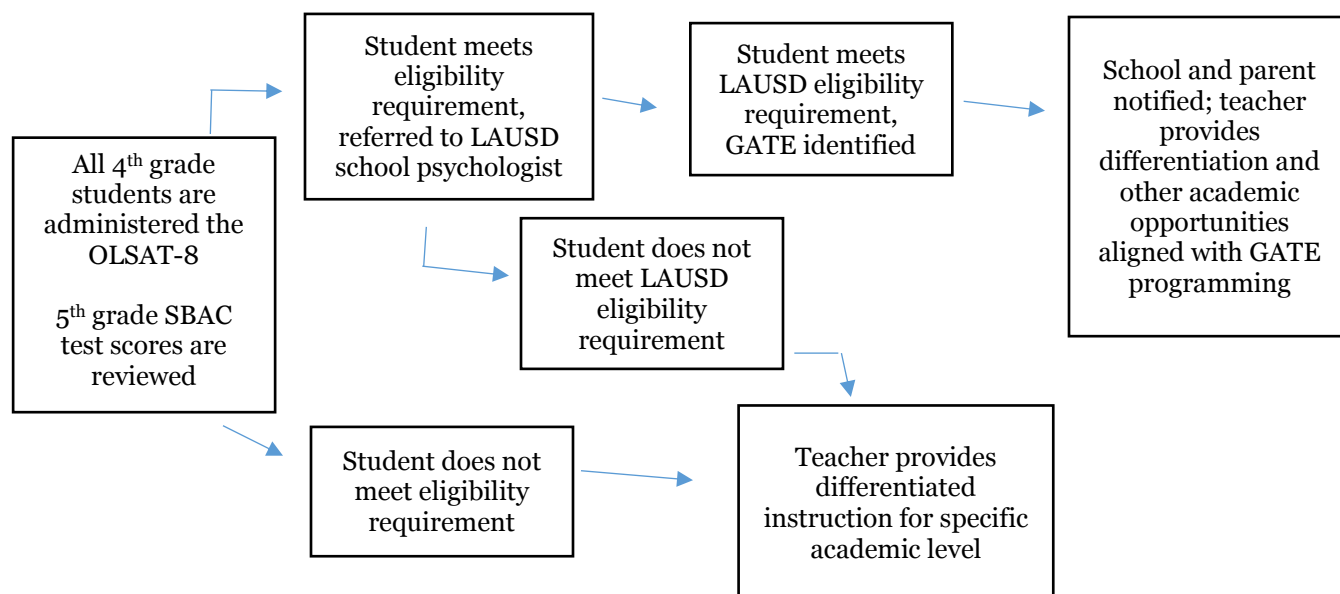
The Charter School offers a Gifted and Talented Education (GATE) program to those who are formally identified by LAUSD as accelerated learners. The Charter School offers referral to three different categories of giftedness: Intellectual Ability, High Achievement, and Specific Academic Achievement. Intellectual 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.^[1] 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.

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

^[1] Gifted Education Program Standards, National Association for Gifted Children.

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.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Aspire 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 (SBAC) – ELA or Math	Not Met, Nearly Met, Met, Exceeded
Placement Reading Diagnostic (PRD)	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any

Aspire utilizes the Response to Intervention framework (RtI) 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, schools are 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.

Aspire 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's data driven, student-focused approach to instruction. Aspire 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 school seeks to serve students who are socio-economically disadvantaged and low income, so the school was designed to create small communities where students are known well. 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 or Reduced Price Meals. Qualification for this program is granted on an annual basis.

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 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
- Involvement of the parent/guardian
- Connections with community agencies made by our Regional Student Support Coordinator for families and students

Socio-economically disadvantaged/low income students have the same thorough ongoing assessment as all students of the Charter School. This is primarily done through the Response to Intervention (RtI) team and frequent Cycles of Inquiry. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress on the Common Core grade level standards. They 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.

In addition, Aspire's Data and Assessment 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, CELDT, Star Ren, DRA, and other criteria that affect the outcome of students.

FOSTER YOUTH

The school seeks to serve foster youth and ensures that the instructional and social/emotional needs of these students are met. In most cases, foster youth are identified by parent or guardian notifying the Charter School as well as Form 1399 for the school given to the parents by DCFS. This form is kept in the cumulative file of the student. The Charter School also records this information in PowerSchool as a “Guardian Alert” so that all school personnel working with the students are aware of the status. The Charter School Counselor immediately checks in with the student and foster parent/guardian in order to assess needs. The Regional Student Services Director reviews this data in PowerSchool and with the School Counselors regularly in order to ensure that there is comprehensive follow-up on all foster youth.

The needs of foster youth are addressed in a number of ways that include but are not limited to the following:

- By having a small school and manageable class sizes, our foster youth and their individual needs are known well and can be addressed.
- Once foster youth are identified, each student is discussed at grade level Cycles of Inquiry and with the school-wide RtI team.
- The RtI lead and school administration work closely with the student’s teacher(s) and the School Counselor to be responsible for making sure that supports are implemented and monitored.
- At least three times per year, the progress of foster youth is monitored by the Charter School Leadership Team through a review of formative and summative assessments, classroom observations, and other related data such as attendance and discipline
- At a minimum, supports include:
 - Social emotional counseling during school
 - Additional academic help during school
 - Involvement of the parent/guardian
 - Connections with community agencies made by the Aspire LA Regional Student Support Director for families and students

Foster youth students have the same thorough ongoing assessment as all students of the Charter School. This is primarily done through the Response to Intervention (RtI) team and frequent Cycles of Inquiry. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress on the Common Core grade level standards. They 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.

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

SUPPORT FOR ALL STUDENTS

Effective Teachers

At the center of the educational program are the teachers. In accordance to the Every Students Succeeds Act and CA state law, Aspire teachers will hold a legally recognized teaching credential or certificate and will be appropriately assigned (having an official certification for the position in which they teach). 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, Aspire 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.

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 charter school teachers and staff
- Friday afternoons (early dismissal)
- Regional professional development

Professional development for the 2017-2018 school year is devoted to achieving our LCAP Goal #4, which is 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.

Measurable Outcome #1: The ELA and math achievement of all students will increase by 10% on internal SBAC interims.

Measurable Outcome #2: The ELA and math achievement of FRL and EL students will increase by 15% on SBAC

Measurable Outcome #3: The ELA and math achievement of students with exceptional needs will increase by 10% on SBAC

Professional Development Topics:

- English Language Arts
 - Incorporating complex text
 - ELA Shifts in the Common Core
 - Structured Phonics Instruction
 - Content area reading and writing
 - Lindamood Bell Visualizing and Verbalizing Strategies
 - Effective Word Work
 - Planning for small group instruction
 - Utilizing data to drive instruction

- Math:
 - Focus on Standards for Mathematical Practice
 - Understanding the three shifts
 - Fluency skills
 - Rigor
 - Adapting the curriculum for students with learning gaps

Measurable Outcome #4: At least 20% of English Learners will be reclassified to FEP to match or exceed the LAUSD annual percentage.

Professional Development Topics:

- ELD standards
- ELPAC
- Planning for and implementing Designated ELD block
- Integrated ELD strategies

Date	Topic	Participants
August 1- August 11	Classroom Management	Classified Staff
	<ul style="list-style-type: none"> • Setting Expectations 	General Education
	<ul style="list-style-type: none"> • Determining Classroom Rules 	Teachers
	<ul style="list-style-type: none"> • Schoolwide Behavior 	Special Education
		Teachers and Service Providers
	SPED:	
	<ul style="list-style-type: none"> • Overview of SPED Program 	
	<ul style="list-style-type: none"> • One on one meetings 	
	ELA:	
	<ul style="list-style-type: none"> • ELA Shifts 	
	<ul style="list-style-type: none"> • Complex Text 	
	<ul style="list-style-type: none"> • Incorporating Content Area reading and writing 	
	Math:	
	<ul style="list-style-type: none"> • Math shifts 	
	<ul style="list-style-type: none"> • Rigor 	
	<ul style="list-style-type: none"> • Implementing the Eureka Curriculum 	
August 25	Math PD	General Education Teachers
	<ul style="list-style-type: none"> • K-2: Fluency Focus • 3-5: Adapting the Curriculum for Students with Learning Gaps 	Special Education Teachers and Service Providers
	Customer Service	Classified Team

Date	Topic	Participants
September 8	Classroom Management: <ul style="list-style-type: none"> Reinforcing Expectations Managing Misbehavior Part I ELD PD: Planning for a Designated ELD Block	Classified Team General Education Teachers Special Education Teachers and Service Providers
September 15	ELA: Working with Complex Text ELD: Implementing Designated ELD	General Education Teachers Special Education Teachers and Service Providers
October 20	Classroom Management: Actively Engaging Students	General Education Teachers Special Education Teachers and Service Providers
October 27	Math PD Focus on Standards for Mathematical 1 and 4 <ul style="list-style-type: none"> TK-2: Number Sense 3-5 Place Value 	General Education Teachers Special Education Teachers and Service Providers
November 3	ELA: <ul style="list-style-type: none"> K-2: Structured Phonics Instruction 3-5: Word Work ALL Teachers: Lindamood Bell Program (VV) 	General Education Teachers Special Education Teachers and Service Providers
November 17	Math PD: Focus on Standards for Mathematical 1 and 4 <ul style="list-style-type: none"> TK-2: Number Sense Part II 3-5: Fractions 	General Education Teachers Special Education Teachers and Service Providers
December 8	Scoring and Norming the Performance Tasks	General Education Teachers Special Education Teachers and Service Providers

Date	Topic	Participants
December 15	Preparing for Student Led Conferences	General Education Teachers Special Education Teachers and Service Providers
January 19	ELA: <ul style="list-style-type: none"> • Small Group Data Driven Instruction • Lindamood Bell (VV) 	General Education Teachers Special Education Teachers and Service Providers
January 26	ELD: Integrated ELD instruction Math Focus on Standards for Mathematical Practice 3 and 6 <ul style="list-style-type: none"> • TK- 2: Geometry • 3-5: Operations 	General Education Teachers Special Education Teachers and Service Providers
February 2	ELA ICA Initial Analysis	General Education Teachers Special Education Teachers and Service Providers
February 9	Math ICA Initial Analysis	General Education Teachers Special Education Teachers and Service Providers
March 2	ELA: <ul style="list-style-type: none"> • Small Group Data Driven Instruction with complex text • Lindamood Bell (VV) 	General Education Teachers Special Education Teachers and Service Providers
March 9	Math Math Focus on Standards for Mathematical Practice 3 and 6 <ul style="list-style-type: none"> • TK- 2: Geometry • 3-5: Operations 	General Education Teachers Special Education Teachers and Service Providers
April 6	ELD: Integrated ELD Strategies	General Education Teachers

Date	Topic	Participants
		Special Education Teachers and Service Providers
April 20	ELA: <ul style="list-style-type: none"> • Small Group Data Driven Instruction • Lindamood Bell (VV) 	General Education Teachers Special Education Teachers and Service Providers
April 27	SBAC PD	General Education Teachers Special Education Teachers and Service Providers
May 11	SBAC PD	General Education Teachers Special Education Teachers and Service Providers
May 18	Looking Back and Planning Forward	General Education Teachers Special Education Teachers and Service Providers

Personalized Learning Plans

The Charter School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. During Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. By working closely with each student and family to develop an appropriate PLP, The Charter School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by The Charter School through its system of instruction and support, including in- school, after-school, specialized classroom instruction, or positive behavior supports. Aspire's high standards for learning, comprehensive interventions, and rigorous caring provided to all students can be personalized in the PLP. In addition to other supports, the PLP guides The Charter School in providing appropriate general education strategies to

ensure the progress of students with unique learning needs, including students eligible for Special Education service, others served by 504 plans as required by law, English Learners, Homeless or Foster Youth, and students achieving substantially above or below grade level expectation.

A Typical Day

It is 7:35 on a Monday in mid-November and Litzy, a fifth grade student at Aspire Junior Collegiate Academy, just arrived on campus. Upon entering the building, Litzy stops at the “Take a Book, Get a Book” box in the entrance and trades in her current independent reading book for another one. She then finds her classmates at her grade’s designated area at the lunch tables, opens up her book and begins reading while eating her breakfast. One of the campus monitors, Ms. Diana, catches Litzy reading and gives her a “Got Caught Reading” ticket, which will enter her in a raffle for a new book on Friday.

At 8:05, Litzy’s table lines up and enters the MPR for morning meeting. As a fifth grader, Litzy helps the younger students find their spots and helps hand out “Got Caught Reading” tickets. At 8:15, Litzy takes her seat in line with her class as Ms. Garfield, the school principal, quiets the room. Ms. Garfield reminds the students of the school expectations of being safe, responsible, and respectful. Because it is November, the school is celebrating World Kindness Month. Ms. Yoshida, one of the lead teachers, also announces that this week is Random Acts of Kindness Week and shares some of the special events happening, including a community service event this weekend.

This week, Litzy’s class, the CSUN Matadors, leads the JCA cheer and their own class cheer:

JCA Cheer

CSUN Matadors: Prepare for take off

(JCA Students): Prepare for takeoff

CSUN Matadors: It’s time to wake up

(JCA Students): It’s time to wake up

CSUN Matadors: Stand up quietly

(JCA Students): Stand up quietly

CSUN Matadors: Soaring silently

(JCA Students): Soaring silently

CSUN Matadors: JETS are the leaders

(JCA Students): JETS are the leaders

CSUN Matadors: Writers and Readers

(JCA Students): Writers and Readers

CSUN Matadors: Junior Collegiate

(JCA Students): Junior Collegiate

CSUN Matadors: We can achieve it

(JCA Students): We can achieve it!

JCA Students: College for Certain

At the end of morning meeting, Litzy leads her class down the hall to her classroom. As she walks down the hall, Litzy passes the purple and yellow bulletin boards filled with student work and doors decorated with college pennants. When she gets to her classroom, her teacher, Ms. Daniels, greets her warmly with a “good morning” and a fist bump. She immediately unpacks her homework and planner, hangs her backpack on her hook, and checks the list of supplies she needs to start her day. In her planner, she writes down her homework as Ms. Daniels takes attendance in PowerSchool, then comes to the carpet for her class morning meeting. Ms. Daniels reviews the schedule for the day. Litzy is excited because she has science and PE today. In science, they’ve been studying how to protect the Earth’s resources, and her group has been planning a project on ways to conserve water at JCA, and she can’t wait to get to work on it!

At 8:40, the math lesson begins. Her 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. Daniels teaches a mini-lesson on adding fractions with unlike denominators and answers between one and two. After the mini-lesson, Litzy works on her exit ticket, which Ms. Daniels checks. Litzy doesn’t feel very confident, and when Ms. Daniels comes around, Litzy tells her she’s not sure she reached the objective. Ms. Daniels looks at Litzy’s work on her exit ticket and tells her that she’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 Zearn Blended Learning lesson.

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

At 10:10, Litzy’s class begins their reading lesson. Ms. Daniels launched a new unit last week on informational text and tackling text complexity, which Litzy is very excited about. Ms. Daniels conducts a read aloud in the non-fiction text the class has been studying. Today, they are learning about how to use a box and bullets strategy to identify a main idea and determine key details. Litzy and her partner Dylan have a lively discussion about whether the evidence they have identified from the text are key details to support the main idea. Litzy completes a quick write and it is time for her and her group to transition to her blended learning program, MyOn, while the rest of the class participates in independent reading.

At 10:45, it is time for recess. Litzy tries a fruit she's never eaten before, cantaloupe, from the fresh fruit program that Aspire Junior Collegiate Academy recently adopted. She is surprised by how much she likes it. After she finishes eating, she goes out to the yard to play two square with the other 4th and 5th graders. Every time a student gets out, she cheers him or her on by saying, "Good job." One of the campus monitors, Mr. Alex, notices and gives her a Jet Pass for demonstrating respect through good sportsmanship. When the whistle blows, she lines up and waits for Ms. Daniels to pick up the CSUN Matadors.

Once back to class, it is finally time for science. Litzy and her group hop onto their Google classroom to review the articles they have been reading about conserving water. They decide they need to research different ways schools conserve water, and possibly interview someone who knows more about the California drought. They decide they will write letters asking for more information from local environmental agencies.

Once science is over, Ms. Daniels asks all the students to take out their writing materials and begins her lesson writing research reports through the lens of history. Today's lesson is on how good history writers switch between reading and recording ideas, which reminds Litzy of her reading lesson this morning on finding key details. Litzy takes out her writing notebook and her non-fiction text about the American Revolution and begins reading. Every few minutes she stops and jots in her Writers Notebook, which is a strategy Ms. Daniels taught her. After about 10 minutes of reading and writing, Ms. Daniels checks in with her to see how she's progressing. Ms. Daniels gives her some quick tips about keeping her focus in mind, and moves onto another student. A few minutes later, Ms. Daniels stops the class and shows what one of Litzy's teammates has done well. Joshua set up a T-chart to record his ideas and reflect on their importance to the topic he is researching. Ms. Daniels suggests the rest of the class might want to try that out. Litzy continues reading and writing and tries that strategy for herself.

At 1:00, students clean up and Ms. Daniels hands out lunch cards. Litzy is excited because it's chicken taco day and walks to scan her lunch card. She eats and chats with friends at her table and then jump ropes with some 4th and 5th graders. At the end of lunch, Ms. Daniels picks them up and walks them to the MPR for PE, where they are greeted by Mr. Sandoval, their PE teacher.

In PE, the students have been learning about jump roping as they prepare for the Jump Rope for Heart event next week. Litzy remembers that they have been learning about cardiovascular health and how aerobic exercise, like jump roping, helps keep her healthy. She has already raised \$20 for the American Heart Association, and she is sure she can raise more to help her community.

After PE, Ms. Daniels walks the class back and invites the students to sit on the carpet. It is buddy reading time, and Ms. Daniels reminds the students about this morning's lesson. Litzy and her partner Dylan take turns reading fluently to one another and going through questions about their reading.

At 2:20 clean up begins and the transition to ELD is called. Litzy transitions to Ms. Muncey's room, where the 5th grade Advanced ELD class is held. They are using Google Classroom today to find the correct language functions to finish their writing pieces. She works with 5th graders from both classrooms. At 3:00, she transitions back to her classroom and packs up. At 3:07, she lines up in the hallway along with the other 4th and 5th grade classes and waits to be picked up outside.

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.

An Aspire 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’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 ensures students will:

- *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.²

Aspire sets high standards for all students, based on CCSS, 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). Through these assessments, Aspire shall demonstrate student mastery of state standards.

Aspire's academic program is CCSS-based and data driven. The Common Core State Standards, Next Generation Science 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.

OUTCOMES AND METHODS OF MEASUREMENT ALIGNED TO STATE PRIORITIES

Please see Element 1 for the outcomes and methods of measurement aligned to state priorities. This is captured in the "Annual Goals and Actions in the State Priorities" section.

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.

² 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.

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.

COLLECTING, ANALYZING, AND REPORTING DATA

Aspire 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 Aspire's education program;
- The Principal and other administrators will receive data on The Charter School's student achievement, attendance, and discipline using Aspire'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 to develop, modify, or review their child's PLP; and
- The District will receive data on student achievement through School reports and/or presentations.

Aspire uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the SABE/2 and the California Physical Fitness test will be administered and used to inform The Charter School program. Every summer each 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 uses many in-house assessments which inform daily instruction. Aspire utilizes three assessments 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 Aspire, teachers, parents or administrators begin a Student Success Team. From this meeting an action plan is created to support the student.

Annually, the status of The Charter School will be reported using a School Health Dashboard. This tool allows 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: Academic Performance Index, course grades, behavior, and internal benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

The Charter School uses a wide range of data to inform decisions around reading/math/writing curriculum, intervention, enrichment, and school operations. At the teacher level, formal and informal assessment data is used to inform teacher practice (lesson planning, design, and delivery) in order to achieve student mastery of common core standards. At the school level, formal and informal assessment data is used by the Principal and Leadership Team to inform the school wide Response to Intervention program. Every month the RTI team analyzes the data, adjusts/creates interventions and additional resources (tutoring, SST referrals, after school assistance, etc.) and uses the data to monitor all students' academic progress. At the regional level, all data is reviewed and analyzed by the Regional Leadership Team (Area Superintendent, Associate Superintendents, and Directors) in order to direct regional professional development and assist in principal development and the ability to give meaningful feedback and training to teachers. Organizationally, Aspire the Senior Educational Leader Team (SET) meets monthly to review all data, make curriculum and instruction decisions, and reflect on any implications for each region and the organization as a whole. At every level of decision-making, the data of each significant subgroup (as addressed in this petition) is reviewed/analyzed separately in order to create specific and meaningful interventions and responses to its unique needs and challenges.

Reading Assessment

In grades 2-5, The Charter School 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 CCCSS 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 (RtI) 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.

Aspire Writing Assessment

Once a year each student in grades 3-5 in The Charter School takes a writing assessment in the form of the English Language Arts Performance Task. The prompts change and are aligned with the genres specific to the CCSS grade level standards. The papers are scored with other Aspire staff including teachers and instructional coaches to ensure validity of scores. The rubric for scoring is aligned with the writing rubric used by the state, as well as the sample papers provided in the CCSS standards. Benchmarks are set for every grade level.

Aspire Math Assessment

Every student takes an Aspire math assessment based on the specific grade level standards. The papers include both computation and a problem solving section. The computation is scored with Illuminate software. The problem solving is scored with Aspire teachers. 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.

External Reporting

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

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:**

Formal progress reports are sent home three times per year during Student-led Conferences. In addition, the Charter School's teachers send all updated progress reports to families as they take place. For example, these progress report updates include math COI data, spelling/vocabulary assessments, reading assessments (DRA), or any pre/post writing snapshots.

- **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 who do not meet at least one of the proficiency levels as cited above will be referred to a Promotion Review, conducted by the school leadership team. This will include extensive analysis of academic performance and all related factors. **Because research has definitively shown that retention is most often NOT a successful intervention, it is extremely rare at Aspire Public Schools.** After the review, the school leadership team will write a learning plan for the next school year that will address the student's academic deficiencies. This plan will be shared with the student's parents.

No student is to be retained unless the regional and school leadership team determine and are in agreement that retention is the best intervention to ensure the student's success. The Area Superintendent is responsible for the final decision.

In the rare event of a recommendation for retention, the following steps are taken:

- 1. A letter is sent to the parents or guardian informing them that their child is at risk of retention.*
- 2. The leadership team's review and all related data are provided to and discussed with the student's parents or guardian before any final determination of pupil retention. This meeting is documented and signed by both the teacher and parent.*
- 3. If the leadership team decides that retention is the best intervention, a meeting called within five school days to formally inform the student's parents or guardian of the decision regarding the retention.*
- 4. 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.*

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 .¹

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 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.

¹ 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.

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.

ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS

The Charter School is an independent charter school governed by the Aspire Board of Directors.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website (<http://aspirepublicschools.org/about/accountability/>), in accordance with the Brown Act.

Aspire will retain its own legal counsel when necessary.

The Aspire Board of Directors currently consists of 3 to 11 regular members, the CEO is not a member of the board. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive and Compensation Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, 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 schools and the organization collectively in order to identify and highlight risks and guide efforts to mitigate those risks.

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

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed four years and a Board member may not serve more than two consecutive terms. All Board meetings are noticed and held in compliance with the provisions of the Brown Act. 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 in accordance with the Brown Act.

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.

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.

Aspire’s comprehensive organization chart is below:

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

- *Chief Financial Officer (CFO)* – The CFO is responsible for general accounting and financial planning and analysis, as well as major facilities 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, People, Data & Assessment and Technology teams.

- *Los Angeles 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.

- *Finance Committee*- To provide financial oversight for the organization. Responsibilities include:

- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization's bond covenants

-*Executive and Compensation Committee*- Assists the Board by having the authority to act on behalf of the Board between Board meetings. Responsibilities include:

- Act with full authority of the Board between meetings
- Evaluate the CEO
- Perform such other duties as the Board may from time to time assign to the committee.

-*Audit Committee* - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Form 990

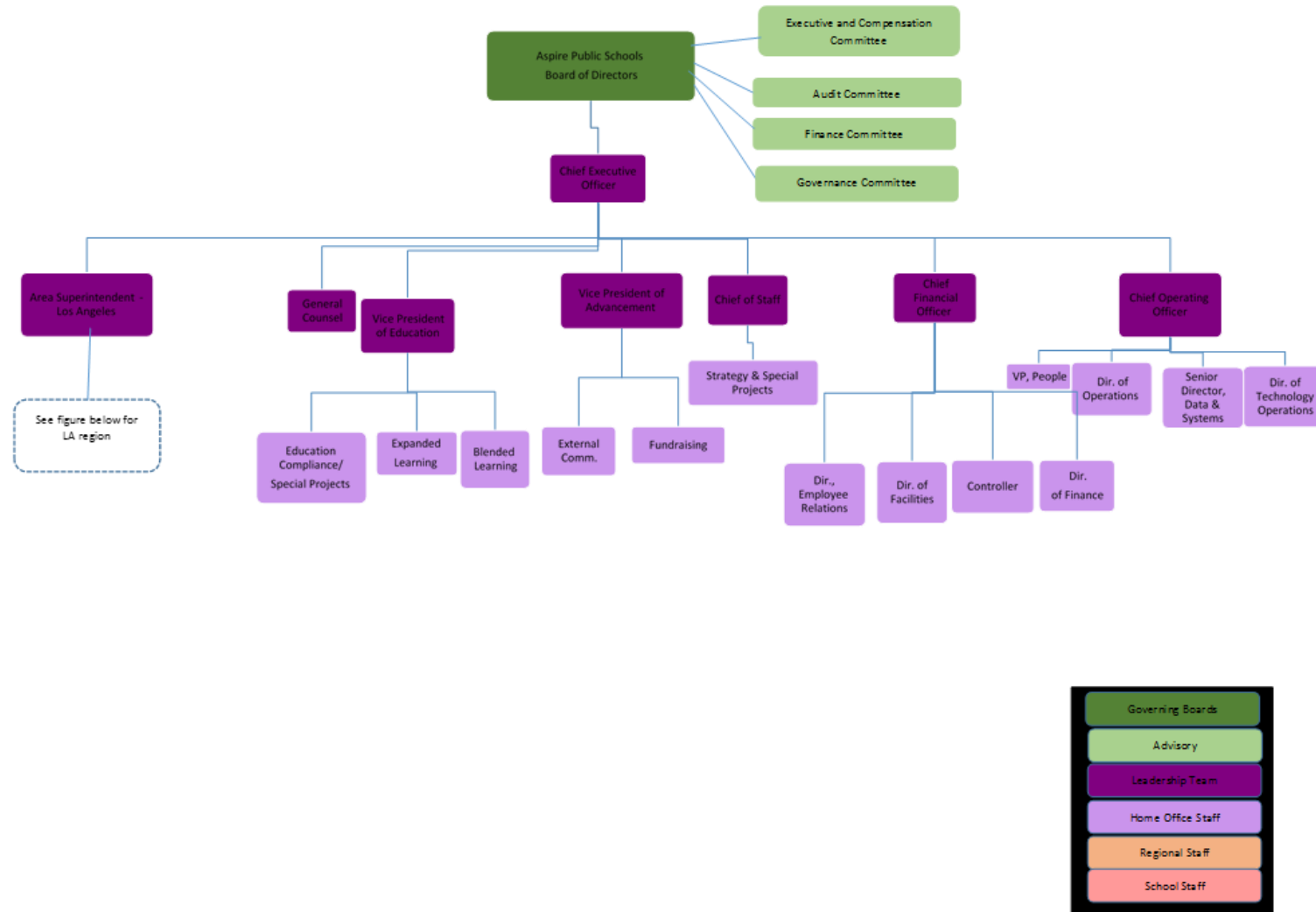
-*Governance Committee* - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire's governance policies and practices.

Responsibilities include:

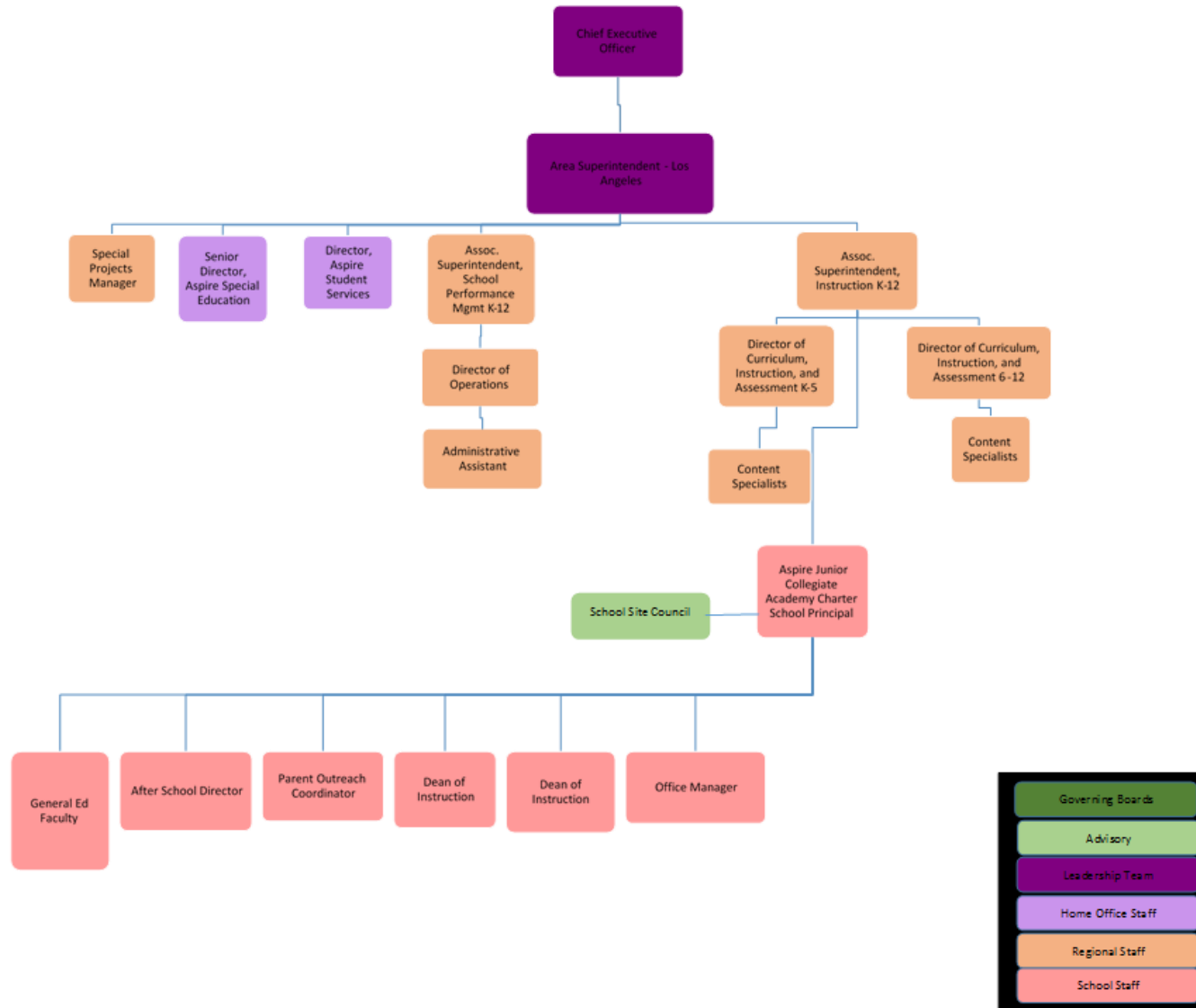
- Identify, cultivate and recruit new directors to serve on the Board.
- Support orientation of new directors
- Engage new directors as active participants
- Plan for board leadership succession.
- Assess how the board, directors and committees
- Identify opportunities for the Board to keep abreast of

-School Site Council- 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 Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees.

Aspire Public Schools Organizational Chart



Aspire Public Schools – Los Angeles Region Organizational Chart



FAMILY AND COMMUNITY INVOLVEMENT

For Aspire board meetings, there is a live teleconference line and video broadcast available in a conference room at the LA Regional Office. Early in each school year, the board of directors sets and approve its annual calendar of meetings. 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. 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 at The Charter School main entrance. All meetings of the Board are meetings in which the public may attend and participate.

Members of the public and local parent stakeholders can access the meeting materials and view the video broadcast live at the Aspire Los Angeles Regional Office, 5901 E. Slauson Avenue, Commerce, CA 90040 (this information is made clear in the Aspire Public Schools website).

Board materials are available to members of the public at the Aspire Home Office front desk at 1001 22nd Avenue, Ste. 100 Oakland, CA 94606. All meetings of the Board are meetings in which the public may attend and participate; however, public participation in the meeting is limited by Board Policy. Local stakeholders have access to Board of Directors meetings pursuant to the procedures in place as described above, designed to comply with the Brown Act.

Board meetings are typically physically held at the Home Office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606, with the goal of having at least one board meeting per year in Los Angeles. Regular Board meetings are typically held 5 times per year. Executive Committee Board meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act. Special and Emergency Board meetings shall be called according to Brown Act. 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. 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 of interest policies that have mechanisms in place for Board member abstentions. Board members may abstain from a vote if they do not support or approve the motion. Board members recuse themselves stepping out of the room for any agenda item where there could be an actual or perceived conflict of interest. Staff members will also recuse themselves under such circumstances.

The Board has delegated limited approval authority to an Executive Committee, currently consisting of three Board members. Their responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance reports;
2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admissions policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;
11. Local Control and Accountability Plans for each individual Aspire school;
12. Construction project budgets for any project less than \$2M; and
13. Urgent matters that arise unexpectedly between board meetings.

The Executive Committee meets almost monthly and is subject to Brown Act. The Executive Committee typically meets at the Aspire Home Office, and the meetings are broadcasted in the same way as the full Board meetings.

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 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 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 Accountability Plan

ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT

The Charter School encourages all stakeholders to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, pursuant to Education Code (EC) Section 52852, the Charter School shares local control with a School Site Council (SSC).

The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the school; in secondary schools, students themselves may be part of the group. The group is generally 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 Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees. The SSC is separate from the Board of Directors. The SSC is an integral part of the success of the students and the school as a whole. *(However, there are certain areas that are NOT the scope of the SSC such as Management of the school, Policy-making, Political organizing, Fundraising, Socializing, and Personnel recommendations and decisions.)*

As the leader of the 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.

Parent involvement is an essential element in the Aspire Charter School community, and parents are encouraged to participate in school activities, voice their concerns and opinions, volunteer, visit, and communicate regularly with the school in order to form a mutually beneficial partnership for the students' success.

The 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.

The Charter 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 many ways that parents can do this each year. Some of these are listed below:

- Governance- Parents take roles in the School Site Council or English Learner Advisory Council
- 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.
- Aspire Board of Directors meetings (including Executive Committee Board meetings) – Families and community members are welcome to the Board meetings. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.
- In addition to mid-year and end of year surveys, the Charter School holds two teacher Town Halls and two family information nights at The Charter School to obtain input on the education program and LCAP goals.
- Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
- Attending a parent workshop; topics could include sessions on math, technology, bullying, college prep, etc.
- Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program
- Assisting with student programs, such as our service events, chaperoning field trips, or helping set up classroom libraries
- 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
- 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.
- School and staff surveys – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School in order to assist in the improvement process.
- Exhibition panels – Families may sit on panels to judge student work.

Communication is the key to a strong partnership, and, in addition to extensive information on the school and organization website, 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.

ADDRESSING FAMILY CONCERNS AND COMPLAINTS

Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students and to working with families to address concerns and complaints. The suggested process is displayed on a poster in a prominent place in The Charter School office and includes the following:

1. Families are encouraged to first discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus staff. It is important that concerns are expressed as soon as possible to allow early resolution at the lowest possible administrative level.

- | | |
|--------|--|
| Step 1 | Meeting/discussion with the specific staff member |
| Step 2 | Meeting/discussion with the person's supervisor (if applicable) |
| Step 3 | Meeting/discussion with the Principal |
| Step 4 | Meeting/discussion with the LA Area Superintendent or Associate Superintendent |
| Step 5 | Meeting/discussion with the Aspire Board of Directors |

2. All contact information is available in the School Office. If an informal conference regarding a concern fails to reach an outcome which is satisfactory to the complainant, he/she may initiate the formal process by filing a written complaint. The form is available in the Parent Handbook. Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

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.

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct background checks on employee candidates to provide for the health and safety of The Charter School’s faculty, staff, and pupils and the academic success of the pupils. Aspire’s Human Capital department, along with the Director of Employee Services and the Controller, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. As provided in the Charter Schools Act, The Charter School may choose not to require credentials for teachers in noncore, noncollege-prep courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in The Charter School shall meet the educational goals as outlined in this charter.

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's 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; CPA and/or MBA preferred

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 (COO) 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
- Master’s degree or equivalent experience highly preferred

Required experience:

- A minimum of 7 years in operational leadership positions
- Experience working in collaborative, dynamic, and high-performing environments
- Experience in K-12 public education, highly preferred

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.

GENERAL COUNSEL

The General Counsel will be responsible for leading the legal efforts involved with serving Aspires students in a K-12 public charter school education setting, with special consideration to the areas of special education and employment law. The General Counsel will also coordinate Aspire's use of outside counsel. The position will report to the Chief Executive Officer and will also work closely with other leaders in the organization including Chiefs, Superintendents, Principals and Directors to support the organization in our legal needs.

Required knowledge, skills, and abilities:

- Ability to exercise considerable judgment and discretion in establishing and maintaining good working relationships in way that is consistent with Aspire's culture and values.
- Strong legal reasoning, analytical and problem-solving skills
- Capacity to analyze and articulate legal concepts and other complex issues to a variety of audiences.
- Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed
- Capacity to collaborate and work with teams
- Strong communication skills – oral and written
- Project management experience; detail-oriented and highly organized
- Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude
- Supports fair treatment and equal opportunity for all and enforces that policy within his/her sphere of influence.
- Occasional weekend or evening work and some travel to our schools in all geographies is required.
- Knowledge of laws and regulations relating to employee relations.

Required educational level:

- J. D. (Juris Doctor) required with 5-7 years of relevant experience obtained at a law firm, government agency or an educational institution.
- Licensed to practice in CA

Required experience:

- Litigation experience preferred
- Federal clerkship a plus.
- Evidence of ability to work well with colleagues, outside counsel, network and school leaders, and opposing counsel.
- The ideal candidate will have a demonstrated passion for education reform and be eager to learn about the inner workings of running and managing high-performing charter schools.
- Experience in education law highly desired

LOS ANGELES AREA SUPERINTENDENT

Overall responsibility for “dual bottom line” (academic and fiscal results) of all schools in geographic area. Oversees education program implementation, operations, fiscal management, compliance, and human resource management. Support Regional Leadership Team and principals in ensuring results and growth. Uphold the mission and values established by Aspire Public Schools.

Required knowledge, skills, and abilities:

- Demonstrated success as an instructional and organizational 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 budget management responsibility
- 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
- Experience working with students, families, and staff from diverse cultural and linguistic backgrounds.
- 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
- Technology skills (Microsoft Office and ability to use the internet)
- Excellent human relations skills
- Entrepreneurial passion

Required educational level:

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

Required experience:

- 5+ years teaching
- 5+ years as a school principal
- 3+ years in school administration in a charter management organization or school district

LOS ANGELES ASSOCIATE SUPERINTENDENT(S)

- 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, School Performance and Management is responsible for administering, directing and coordinating school performance and management 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 Associate Superintendent SPM recommends policies and practices, which are designed to enhance the management of schools to support the educational opportunities offered to students.

The Associate Superintendent(s) participate(s) 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 Regional Leadership Team (RLT). 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.

Required knowledge, skills, and abilities:

- Demonstrated success as an instructional and organizational leader and in the professional development of teachers and principals
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- 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 and operational support to schools
- 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 staff 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.

- Experience working with students, families, and staff from diverse cultural and linguistic backgrounds.
- 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.
- Technology skills (Microsoft Office and ability to use the internet)
- Excellent human relations skills.

Required educational level:

- Master's Degree in education

Required experience:

- 5+ years teaching
- 3+ years as a school principal
- 3+ years in school administration in a charter management organization or school district

REGIONAL DIRECTOR OF STUDENT SERVICES

Regional Directors of Student Services provide direct consultation to schools and manage a team in order to integrate supports for non-academic student supports and to manage student services compliance within their region. This role includes coaching schools directly in student services matters such as truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for regions within Aspire including, but not limited to SARB, expulsion hearing officer duties and Universal Complaint Procedures. Regional Directors of Student Services provide professional development to AP and Deans of Students, social-emotional counselors and other school site admin staff directly engaging in student services actions. What distinguishes this position from the Manager of Student Services within a region are the higher levels of experience needed for the position, the higher levels of responsibility related to supervising and managing a team, increased programmatic responsibilities and authorizer and government intersection.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- 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

Required educational level:

- Masters in Education, Counseling, Social Work or related discipline
- PPS Credential (preferred)
- California Administrative Services Credential (preferred)

Required experience:

- 8+ years' experience working in student services related field in a public education setting
- 5+ years' experience at a school administrator or district level position

PRINCIPAL

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 regional recruiter, Area Superintendent, and Regional leaders; 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 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 fiscal and operational responsibility and management
- Technology skills (Microsoft Office and ability to use the internet)

Required educational level:

- Bachelors degree
- Masters or Ph.D. in Education
- Fully credentialed

Required experience:

- 5 plus years teaching and administrative experience
- 3 plus years working with urban students as a full-time teacher (preferred)

DEAN OF STUDENTS

The Dean of Students is responsible for supporting the principal in building a culture that fosters respect and is driven by the principles of “College for Certain”. This valuable role integrates strong models of relationship development, collaborative learning, conflict resolution skills, and establish a culture of restorative practices through managing student behavior that allows our students to thrive in their learning environments.

Required knowledge, skills, and abilities:

- Implement, model and enforce policies and practices as they relate to student discipline and Aspire cultural norms.
- Respond to complaints or investigations involving student behavior.
- Participate and lead when required parents conferences involving matters related to discipline and attendance.
- Document, manage, and report on student discipline data utilizing systems such as OnCourse.
- Oversee and develop student mediation/conflict resolution programs.
- Respond to and participate in complaints or investigations of student misbehavior. Work with school site staff such as principal, psychologists and counselors in determining in making appropriate recommendation for resolutions.
- Provide supervision of students during school sponsored activities.
- Plan and organize extracurricular activities that support the development of student interpersonal skills and relationships.
- Effectively build and maintain relationships with parents, community stakeholders, sponsoring district and neighborhood schools that establish mutual trust, respect and cooperation.
- Collaboratively work with students, parents and school staff to build a learning environment that is safe and productive.
- Manage emergency issues in alignment with Aspire practices while ensuring the learning environment is positive and productive.
- Participate and train staff on safety drills, emergency plans, and policy development related to safety.

Required educational level:

- Bachelor’s Degree required; Masters or Ph.D. in Education preferred
- Teaching or Counseling Credential; other certification of required skills

Required experience:

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

OFFICE MANAGER

The Office Managers are responsible for overall front office activities, will report to the Principal, and will work with students, parents, and outside parties. The Office Manager will have the following qualifications:

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:

- A.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

TEACHER

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 school will be required to hold a California Commission on Teacher Credentialing (CCTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or permit from the

CCTC. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.

Additionally, teachers shall meet all applicable effective teacher requirements under the Elementary and Secondary Education Act.

TEACHER HIRING

As a public charter school organization with a clearly defined focus, Aspire tends to attract educators interested in working in more accountable, innovative, collaborative environments—teachers and principals who are themselves educational entrepreneurs. A rigorous and sound process for selecting from the pool of teacher candidates is essential. Aspire’s multiple-stage approach includes: a resume screen; interview with a site hiring committee (discussed below); demonstration lesson with students; and reference checks.

The Principal will be in charge of making School hiring decisions and may have the opportunity to work with other staff and community members in making these decisions. The Charter School may utilize a hiring team that includes some or all of the following individuals:

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for The Charter School.
- *Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates’ paperwork to Aspire’s Home Office.
- *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.
- *Parents:* Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

OTHER JOBS AT THE 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.

BUILDING MANAGER

Required knowledge, skills, and abilities:

- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to guide and support facility staff
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- 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 interact appropriately with children of different ages

Required educational level:

- None

Required Experience

- 1-3 years of janitorial experience preferred but not required

Essential Duties and Responsibilities

- Oversees and supports the Assistant Building Manager
- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
- Set up and clean dining area before, between, and during breakfast and/or lunch periods
- Respond to emergency cleanups during the day, such as clogged drains and spills
- Perform minor routine maintenance, including touch-up painting, replacing lights, etc.
- Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
- Coordinate and manage 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.)
- Order cleaning and building supplies
- Set up and arrange furniture for assemblies, meetings and special events
- May be responsible for locking and unlocking doors, windows and gates, and turning security system on/off
- Identify any major security or safety hazards and major repair needs
- 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

AFTER SCHOOL EDUCATOR

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 of The Charter School 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

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-6
- 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 Master of Social Work level interns/Pupil Personnel Services Interns
 - Supervise additional Master of Social Work 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

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:

- CA Special Education Teaching Credential (Mild/Moderate Education Specialist) 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

SCHOOL PSYCHOLOGIST

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-6
- 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
- Spanish bilingual preferred, but not required

Required educational level:

- Bachelor's degree; Master's in education preferred
- Pupil Personnel Services Credential

Required Experience

- Pupil Personnel Services Credential
- School Psychologist Intern also acceptable

Essential Duties and Responsibilities

- Provide individual and group services to children that emphasize improved educational performance and/or conduct
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around RtI implementation, Student Study Team meetings, and Aspire wide Crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; submit records, reports, and assignments promptly and efficiently
- Supervise Psychology 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

PROFESSIONAL DEVELOPMENT

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 TNTP's 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.

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.

If Charter School occupies and/or operates on a District facility, 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 blood borne 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.

In order to provide safety for all students and staff, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts.

PROCEDURES FOR BACKGROUND CHECKS

Aspire's Human Resources department, along with the Director of Employee Services and the Controller, shall monitor compliance with this policy. The Charter School Custodian of Records is the Los Angeles HR Senior Specialist.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

MEDICATION IN SCHOOL

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school and will abide by all guidance as issued by the California Department of Education and applicable law.

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 work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

The Charter School shall function as a drug, alcohol and tobacco free workplace. 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 included in the Council program:

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

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Aspire is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, marital status, or any other characteristic that is contained in the definition of hate crimes. Aspire has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at The Charter School (including employee to employee, employee to student, and student to employee misconduct).

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.

Aspire 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. Aspire 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 on an annual basis, to try 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. Aspire is committed to upholding the District's ethnic balance goal, and the 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.

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 entities to involve in outreach efforts.	Hold 3-5 meetings prior to the start of the new calendar year with these groups, in order to review plans for outreach	By January 1 of the new calendar year
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

Objective	Metric	Completion Date
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 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 in accordance with the terms of the Charter. These records shall be made available to the District upon request.

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.

Enrollment Procedures

Aspire shall admit all pupils who reside in the State of California who wish to attend The Charter School subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into The Charter School. Aspire will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Aspire 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. Lottery Procedure -Applications will be accepted during a publicly advertised open application period, which occurs in late January through the end of February of each year for enrollment in the following school year. Based on a 40 week school calendar, this is weeks 24-29.

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). The lottery takes place every year during weeks 32 and 33. Each lottery is public and takes place at the school. Families do not need to attend in order to secure a spot. Once the lottery is complete, the information is posted publicly and emailed to families. Open enrollment and lottery information is communicated through letters sent home, ParentSquare messages, and information on SchoolMint. SchoolMint is the platform through which all Aspire LA schools conduct their lotteries. The Charter School holds at least one parent information session and comprehensive information is available on school websites and in the Charter School office. **All students who are currently enrolled in the Charter School from the previous school year will be exempt from the lottery.** Enrollment preferences in the case of a lottery shall be in the following order:

- I. Siblings of students already enrolled into the Charter School
- II. Children of Aspire Regular permanent employees
- III. Founding families not to exceed 10% of student enrollment
- IV. Children residing within the District
- V. All other students who reside in the state of California

4. The LA Area Superintendent or designee will be in attendance at the lottery, and a CSD representative will be invited to observe the lottery drawing, which is also open to the public. All names will be drawn randomly to determine the students who are accepted and those who are on the wait list. The order of names drawn will determine the order of names on the wait list.

5. At the conclusion of the lottery, students who were accepted will be notified by the Charter School Office/Business Manager phone, email, and mail within two days and asked to register within two weeks for the upcoming school year online or in person. All students who were not granted admission due to capacity shall also be contacted and told their number on the wait list and then asked if they would like to stay on the wait list for the upcoming year. This wait list will be posted in a public place in the 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/Business Manager will offer enrollment to students in the order as listed on the wait list through the online enrollment system.

In no circumstance will a waitlist carry over to the following school year.

6. Upon confirmation that a 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 school will keep written records of the lottery forms, procedures, accepted lists, and waitlists for a period of one year.

7. The Charter School uses an online platform for the lottery process called SchoolMint which 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 or Business Manager organizes and oversees the lottery, The LA Regional Operations Director and the LA 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/Business Manager meetings address lottery procedures in detail starting in December, and full accounts of the process, procedures, and updates are reported to the Area Superintendent.

Founding Parents/Founder 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 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 school's 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, LOTTERY, AND ADMISSION SCHEDULE

Aspire typically utilizes the following application, lottery, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter timeframe.

December – 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. Lottery conducted (if necessary).

March - May

Waitlist letters distributed to applicants not selected in the lottery. Acceptance letters and registration packets distributed to parent and children who have been drawn in the lottery.

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

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. Aspire’s Audit Committee, in conjunction with Aspire’s Chief Financial Officer, is responsible for contracting with the independent auditor, who shall be selected from the Certified Public Accountant’s Directory published by the State Controller’s Office. The audit shall be conducted in accordance with Education Code Section 47605(m) and the applicable portions of Standards and Procedures for Audits of California K–12 LEAs as published in the *Guide for Annual Audits for K-12*. Aspire’s Chief Financial Officer is responsible for overseeing the independent audit. Aspire’s Controller shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law and by December 15 of each year. Aspire will resolve audit exceptions

and deficiencies, if any, in a timely fashion. All exceptions and deficiencies and their remedies and will be communicated to the District in a timely matter. The process is as follows:

1. Speak with the auditors about the finding and ask them for guidance about what measures to put in place to correct the finding
2. Talk to the Aspire accounting and finance team about the finding to learn about what may have caused the issue
3. CFO/Controller to put forth a plan to address the finding
4. CFO/Controller to check at least quarterly to ensure that plan is being followed

The Aspire Controller is responsible for and makes available the independent financial audit to the public upon request.

FINANCIAL STATEMENTS

Please find the following documents for the Charter School in Tab 4:

- Budget assumptions
- 3-year budget and cash flow
- 3-year budgeted Profit & Loss Statement

Aspire has been receiving funding pursuant to provisions of the California Education Code as it has opted to be direct-funded. Any funds due to The Charter School that flow through the District shall be forwarded to Aspire.

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.

Statement of Charter School Philosophy on Suspension and Expulsion

Aspire believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide positive culture, 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. This fits directly with Aspire's College for Certain model and Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization.

Additionally, research shows that suspension and expulsion of students from school not only negatively impacts learning for those students receiving discipline, but also students in the broader classroom. Suspension and expulsion are clearly linked to the "school to prison pipeline" which is antithetical to the Charter School's core value of equity and Aspire's vision that every student is prepared to earn a college degree.

To that end, the goal of the Charter School will utilize proactive methods to create positive behaviors and alternatives to suspension and expulsion whenever possible.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level responses, including prevention and direct 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:

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.

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.

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.

Social-Emotional Learning (SEL): SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Aspire utilizes proven SEL programs and other techniques to include SEL in our regular day program.

Purposeful Proactive Supports:

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.

The Charter School also receive support from Regional Teammates who are directly tasked with a focus on our non-academic indicators of success: Regional Manager/Director of Student Services. The RM/RDSS role provides both school-specific and region-wide professional development and direct support around our discipline philosophy as well as other student services needs. The job description for this position is included in this document.

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.

Alternatives to Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Education Code Section 48900 (see below under grounds for suspension for details) or that the pupil's presence causes a danger to persons. [Education Code §48900.5]

The Aspire CEO, CEO Designee, or Principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

Alternatives to Suspension

- Parent Conference
- Reflection Zone (Minutes, Reflection Prompt, etc.)
- Friday Detention
- Saturday Service Day
- Adult-Student Relationship Building through specifically planned activities
- Behavior Dailys
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles and conferences

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 account for suspended or expelled students in its average daily attendance accounting as provided by law.

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 as described in California Education code 48900.5 (see above), 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 to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designated school administrator may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designated Regional Representative such including the Area Superintendent or Regional Manager/Regional Director of Student Services may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) is related to an Aspire school activity, 2) occurs at an Aspire school, 3) occurs at an Aspire school's sponsored event, or 4) occurs between any of the above and home (door-to-door).

Grounds for Suspension and Expulsion

Aspire provides uniformity in matters of student misconduct requiring disciplinary action and follows Ed Code's guidance on what constitutes grounds for suspension and expulsion pursuant to California Education Code 48900 and 48915, inclusive of all subsections for those codes.

The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds which may be used by the Charter School for suspension and expulsion as listed in California Education code. In addition to the below, any additional grounds added or updates enacted to California Education Code 48900 after this charter is approved will be considered as part of this text:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) 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. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) *(Subsection k purposefully left blank as the 48900 k code will not be used as grounds for either suspension or expulsion at the Charter School.)*
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- A. A message, text, sound, or image.
 - B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. (B) Notwithstanding paragraph (1) and subparagraph (A), 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.
4. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to Education Code 48900 (a) to (r), inclusive and (t) specified above, a student enrolled in the Charter School may be suspended from the Charter School or recommended for expulsion if the CEO or the principal of the Charter School in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code.
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are 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 students by creating an intimidating or hostile educational environment.
- Made terroristic threats against school officials or school property. Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee.

In School Suspension

The Charter School believes that in-school suspension is not more effective than non-suspension forms of alternative suspension and, as such, will not use In School Suspension as an intervention.

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The Principal, Dean or teacher investigates the incident and determines whether or not it merits suspension.
2. **Determination of Length of Suspension**- The Principal or Dean determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).

In addition, the Charter School will comply with Education Code 48903 (a) which states that, except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

(b) For the purposes of this section, the Charter School may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year. Please see sections related to suspensions of students with disabilities for additional

information on the protections afforded to them in relation to maximum suspension days.

(c) Special procedures, protections and limitations related to suspension and expulsion of students with special needs are articulated in a further section specific to students with special needs.

3. **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.

4. **Suspension Conference-** Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense(s) committed by the student.

The school shall make every effort to involve parents in the suspension process. This includes a requirement that the parent be notified of the suspension within 24 hours by phone, email or other verified direct communication format. The parent must also be sent or given written notice of the suspension using the Aspire Notice of Suspension within 24 hours.

A copy of the Aspire Notice of Suspension is stored in the OnCourse discipline system– suspension notices should not be placed in the student’s physical cumulative file.

6. **Meaningful Access to Education** - During the time period that a student is suspended, the Charter School provides the student with meaningful access to instruction. Before the student goes home, the Dean works with the teacher(s) to create a folder of relevant and appropriate materials and assignments, based upon the student’s educational needs and the length of the suspension. This folder is given to the parent/guardian or delivered to the student’s home.

Suspension Appeals Process

A student or the student’s parents or guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his or her school-related offenses. Expulsion appeals are brought directly to the Aspire Executive Committee of the Board of Directors.

Initial Appeal Request: Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal’s designee will attempt to resolve the appeal with a written response within ten (10) school days. The written response will include options for additional appeal and rights for the parent should the parent not agree with the decision of the school.

If parents come with a request not in writing, the Charter School will work with the family to have a written request created. This gives the school documentation and makes sure that the request is clearly articulated.

Final Appeal Hearing: If parents would like to appeal the decision of the school administrator they have the legal right to do so per Code of Federal Regulations 99.21. If the parent appeals, the school must attend the hearing held by the Aspire Executive Committee of the Board of Directors and provide evidence for their decision at the hearing.

Additionally, the hearing is governed by CFR 99.22 and the following rights are afforded to students and families. Families will be informed of these rights as part of the written determination in Step 1:

- 1) To have a hearing held within a reasonable time after receipt of hearing request
- 2) To have notice of the date, time and place of the hearing from Aspire within ten (10) school days of the scheduled hearing
- 3) To have the hearing conducted by an Aspire official who does not have a direct interest in the outcome of the hearing (The Regional Manager/Regional Director of Student Services or Area Superintendent).
- 4) To have a full and fair opportunity to present evidence relevant to the issues raised under their suspension appeal.
- 5) To have the option, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. If they plan to be represented by legal or non-legal counsel, they must contact the Director of Student and Family supports at least 5 school days prior to the hearing date.

- 6) Request in writing at least 5 school days prior to the hearing for a postponement of the hearing.
- 7) To have a decision made in within five (5) school days of the date the hearing commenced, and to be informed of its decision within an additional three (3) school days.
- 8) To have a decision based solely on the evidence presented at the hearing and include a summary of the evidence and the reasons for the decision.

If the hearing finds that the suspension stands, the parent may place a written rebuttal to the action in the student's file.

Expulsion

Expulsion is a consequence to the most severe disciplinary action in response to student misconduct which results in the prolonged removal of a student from all Aspire schools and Aspire programs; with No Principal Discretion.

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,
- or 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.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three impartial Aspire staff members who are certificated and not a teacher or principal at the Charter School or of the pupil past or present nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may expel any student found to have committed a suspendable or expellable offense. An expulsion decision by the Administrative Panel may be appealed to the Aspire Board of Directors.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors.

More information on the specific steps of the expulsion process are found in the following pages.

Expellable Offenses

1- Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts while under the Charter School's jurisdiction as defined above. If determined that the student has committed a mandatory expellable offense, the Aspire Administrative Panel will expel the student.

Mandatory Expulsion- Offenses that require only one finding of fact

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

2- Mandatory Recommendation for Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts while under the Charter school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion- Offenses that require an additional finding of fact.

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g) or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

3- Permissive Recommendation for Expulsion- Requires an additional finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, while under the Charter School's jurisdiction, violated any of the suspendable acts listed under suspension.

Definition of An Additional Finding of Fact

The Aspire Administrative Panel's decision to expel a student for violations included in the **Mandatory Recommendation for Expulsion** or **Permissive Expulsion** categories above must require an additional finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the 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.

Expulsion Procedures

1. Determination of an Expellable Offense

The Aspire Principal or designee investigates an incident, including giving the students and parents meaningful opportunities to be heard, and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined above.

If the student's conduct which warranted the suspension is listed in the Expulsion Offenses above, and if the Aspire Principal determines that there is cause for expulsion, as based on Mandatory Expulsion requirements or a probable additional finding of fact, again after ensuring that the students and parents have a meaningful opportunity to be heard, the Principal will contact the CEO or designee within the Student Services Department in order to recommend the student for expulsion proceedings.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense.

When the administrative panel hears the case, it will make the decision whether or not to expel the student. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing five (5) days prior to the hearing.

2. Meeting to Extend Suspension Pending Expulsion

A meeting is to be held within five (5) school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardians are invited to attend this meeting with the Principal or designee. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties. If the suspension is extended for the duration of time between the conclusion of the date of the meeting and the expulsion hearing, the student will be placed on an independent study contract to maintain his or her educational standing and the Charter School must provide work and support in line with the independent study contract.

3. Official Notification

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

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Aspire Public School's disciplinary Administrative Regulations concerning Expulsion which relate to the alleged violation;
- Notification that parents may withdraw their student from school, but that due process will be observed and the expulsion hearing may still be held for the incident even if the student withdraws.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to be heard, or to employ and be represented by counsel or a non-attorney advisor. **Note:** if the student is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire no less than five (5) calendar days prior to the hearing.
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- The opportunity to request a one-time postponement of the hearing. **Note:** if the student or the student's parent/guardian wish to postpone the hearing, such written request must be received by Aspire no less than five (5) calendar days prior to the hearing.
- A statement that ensures reasonable accommodations and language support will be available to the family.

4. Expulsion Documents and Hearing Preparations

The Principal or designee files papers with the CEO or designee within the Student Services Department that are available for review at the Aspire LA Regional Office by request by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: a record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness. The CEO or designee may subpoena witnesses as necessary.

The student and his/her advocate prepare their presentation to the Aspire Administrative Panel and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing. Again, if the student is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire no less than five (5) calendar days prior to the hearing.

5. Process of the Expulsion Hearing

a) Closed Session

Aspire shall conduct an Administrative Hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five (5) calendar days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Aspire Administrative Panel will meet in closed session to deliberate and determine whether or not to recommend that the student should be expelled.

If the expulsion hearing is held in closed session, the parent/guardian, the student, and the counsel of the student shall be allowed to attend the closed session up to the point of deliberation. [Education Code 48918(c)]

b) Record of Hearing

A record of the hearing, but not the deliberation, shall be made and may be maintained by any means, including electronic or digital recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. [Education Code 48918(g)]

c) Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Sworn Declarations are considered as witness testimony and are not considered hearsay if the Aspire Administrative Panel, Administrative Panel Hearing Office or the Director of Student and Family Supports determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. Hearsay is an acceptable form of evidence and is admissible. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record. [Education Code 48918(f) and (h)]

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

d) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

Aspire may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Aspire Board, Aspire Administrative Panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Aspire will provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The

Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The Hearing Officer shall permit the support person to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

6. Determination of Expulsion

Within three school days after the hearing, the Aspire Administrative Panel shall determine whether to expel the pupil from Aspire Public Schools. The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Aspire Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program. The Aspire Administrative Panel's decision not to recommend expulsion shall be final.

The Aspire Administrative Panel's decision on whether to expel a student shall be made within forty (40) school days after the student is removed from his / her school of attendance, unless the student requests in writing that the decision be postponed.[Education Code 48918(a)(2)]

Upon ordering an expulsion, the Aspire Administrative Panel shall set a date when the student shall be reviewed for readmission to a school within Aspire. For a student expelled for an act listed under "Mandatory Expulsion" above, this date shall be one calendar year from the date of the expulsion.

7. Written Notice to Expel

The CEO (or designee within the Student Services Department) following a decision of the Aspire Administrative Panel to expel, shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Term of expulsion and rehabilitation requirements
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Aspire Public Schools.
- Opportunity to appeal the expulsion.

The CEO or designee within the Student Services Department, shall send a copy of the written notice of the decision to expel the student's district of residence as required. The specific process for this is included below.

8. Appeal of an Expulsion

Parents and/or guardians may appeal an expulsion decision within five working days of receiving written notice by providing written notification to Aspire's CEO or the CEO's designee within the Student Services Department of a desire to appeal. The student may not return to the school during the period of time while the expulsion appeal is pending. The school will continue to provide independent study during this period to support the student in achieving their educational goals. The appeal hearing shall take place at the next Aspire Board of Directors meeting; unless it is necessary that the Board convene for the appeal hearing prior to the quarterly meeting.

9. Readmission and Reinstatement

Prior to the expiration of the student's expulsion term, parents will be contacted by the Regional Manager or Regional Director of Student Services to determine whether they wish to re-enroll the student at the Charter School. One month prior to the expiration of the expulsion term, the student must provide evidence that the expulsion conditions for readmission have been met. If the student is able to provide evidence of meeting the conditions of the expulsion one month prior to the expulsion term expiration, placement is guaranteed at the school from which the student was expelled.

The decision to readmit a pupil or to admit or reinstate a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Aspire Board of Directors. Readmission procedures shall be as follows:

- a) Upon confirmation from the pupil and parent/guardian within one month of the expulsion term expiring that the student would like to return to the Charter School, Aspire shall consider readmission of the student. (Education Code 48916)
- b) The CEO or designee within the Student Services Department shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- c) The CEO or designee within the Student Services Department shall transmit to the Board his/her recommendation regarding readmission. The Board shall convene and consider this recommendation in closed session.
- d) If the readmission is granted, the CEO or designee within the Student Services Department shall notify the student and parent/guardian of the Board's decision regarding readmission.
- e) The Board may deny readmission if it finds that the student has not satisfactorily demonstrated rehabilitation or that the student continues to pose a danger to campus safety or to other Aspire students or employees. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program.

10. Disciplinary Records

The CEO or designee within the Student Services Department shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory cumulative record and sent to any school in which the student subsequently enrolls. (Education Code 48900.8, 48918(k))

The CEO or designee within the Student Services Department shall, within five working days, honor any district's request for information about an expulsion. (Education Code 48915.1)

The Charter School utilizes 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 will also implement the RyeCatcher student information system and 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 RMSS/RDSS's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the Charter School and the area superintendent.

Additionally, each RMSS/RDSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, 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 larger support team includes managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and, when appropriate, members of the Aspire Home Office.

Element 11 - Employee Retirement System

“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 who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. In the event that PERS 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).

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.

Aspire schools are “schools of choice,” and The Charter School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school.

The parent or guardian of each student enrolled in The Charter School will be notified that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in The Charter School, except to the extent that such a right is extended by the local educational agency.

Element 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 Junior Collegiate Academy
6724 S. Alameda Street
Los Angeles, California 90255

- 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 Junior Collegiate Academy
6724 South Alameda St.
Los Angeles, California 90255

- 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).)

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 School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(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).

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 may be co-terminous with the approved Charter, as permitted by law. 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
 - 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.
 - 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).)

The Charter School intends to continue operating at its current location at 6724 South Alameda St. Huntington Park, California.

ADDENDUM

Assurances, Affirmations, and Declarations

Aspire Junior Collegiate Academy (also referred to herein as “JCA” 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).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- 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).)

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.

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.

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 of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

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.

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.

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.³

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 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

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.

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(l). 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.

If Charter School occupies and/or operates on a District facility, 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 blood borne 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.

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 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 in accordance with the terms of the Charter. These records shall be made available to the District upon request.

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).)

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 School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(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).

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 may be co-terminous with the approved Charter, as permitted by law. 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
 - 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.
 - 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).)