



ASPIRE PACIFIC ACADEMY

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

Original Charter Approved by Los Angeles Unified School District
May 18, 2010

Charter Renewal Approved
October 14, 2014

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Aspire Pacific Academy Assurances and Declaration

- Aspire Pacific Academy (also referred to herein as “APA” 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.

08/20/2019

Stefan Bean
Los Angeles Area Superintendent
Aspire Public Schools
Lead Petitioner

DATE

Introduction and Overview

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

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

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

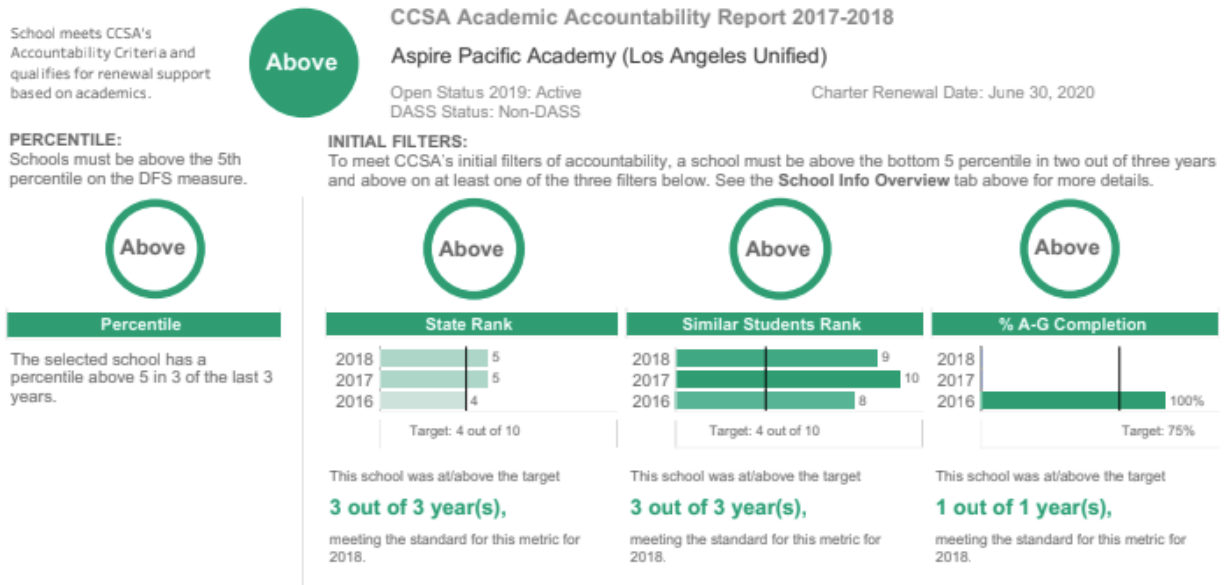
The Charter School has been chartered in the LAUSD (“District”) under the auspices of Aspire since 2010.

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

The Charter School has done a financial analysis and projections that support continued operation of a 6-12 school in the District on a financially sound basis.

The Charter School is located at 2525 E 58th Street, Huntington Park, CA 90255.

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



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

The Charter Schools Act of 1992 states that:

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

- (a) Improve pupil learning.
 - (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
 - (c) Encourage the use of different and innovative teaching methods.
 - (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at The Charter School site.
 - (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
 - (f) Hold the Charter Schools established under this part accountable for meeting measurable pupil outcomes, and provide The Charter Schools with a method to change from rule-based to performance-based accountability systems.
 - (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.
- California Education Code Section 47601(a)-(g)

The Charter School has made and will continue to make important contributions to the legislative goals outlines above. By granting this renewal, the District will help fulfill the intent of the Charter Schools Act of 1992 (“Charter Schools Act”), while providing students in the District with a small school option.

Element 1: The Educational Program

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

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

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

High School Exit Examination

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

WASC Accreditation

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

English Learners

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

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

1. 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

2. How English Learners' specific needs will be identified
3. What services will be offered
4. How, where, and by whom the services will be provided
5. 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 measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The

requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

<u>GENERAL INFORMATION</u>	
● The contact person for Charter School is:	Shamel Gravely
● The contact address for Charter School is:	2535 East 58th Street, Huntington Park, CA 90255
● The contact phone number for Charter School is:	323-589-2800
● The proposed address or ZIP Code of the target community to be served by Charter School is:	90255
● This location is in LAUSD Board District:	5
● This location is in LAUSD Local District:	East
● The grade configuration of Charter School is:	6-12
● The number of students in the first year will be:	600
● The grade level(s) of the students in the first year will be:	6-12
● Charter School's scheduled first day of instruction in 2020-2025:	August 11, 2020
● The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	600
● 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.
● The bell schedule for Charter School will be:	<p>Monday-Thursday Start/End: 8:04am-3:05pm Lunch Middle School (M/T) 12:37-1:07pm Lunch Middle School (W/Th) 11:39am-12:09pm Lunch High School (M/T) 11:38-12:08pm Lunch High School (W/Th) 12:35-1:07pm</p> <p>Friday (Minimum Day) Start/End: 8:04am- 1:15pm Lunch Middle School: 12:11-12:41pm Lunch High School: 12:45-1:15pm</p>
● The term of this Charter shall be from:	July 1, 2020 - June 30, 2025

Community Need for Charter School

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

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

The Charter School seeks to ensure that all students have the skills and experiences that prepare them to earn a college degree, and this vision is designed especially for our students who are from underrepresented populations and communities like 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 State Standards aligned programs such as Eureka Math and Wonders as well as EL Achieve and Readers/Writers' Workshop.

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

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

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

make use of the digital tools and resources available to them. This only allows for greater individualization, useful preparation for state testing, and 21st Century Learning and careers.

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

Catalyze Change- One of the key elements of Aspire is to catalyze change within communities; and in Huntington Park, where, traditionally, students have underperformed and had less access to high performing schools, it is expected that the innovative academic program, the intense scrutiny and accountability, and the caring equity-focused environment will serve to encourage change in *other* area schools by providing a very visible, viable, and meaningful educational experience that changes the odds for students through high school and beyond. *In fact, it is hoped that there is a ripple effect* throughout 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 maintained a low suspension rate, with an outstanding Average Daily Attendance.

Year	# Enrollment	# Suspensions	% Suspension Rate	# Average Daily Absences	% ADA
2017-2018	525	3	0.6%	22	95.6%
2018-2019	582	2	0.3%	29	95.5%

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

See below for CAASPP assessment results and EL reclassification rates.

English Learner (EL) Reclassification

Year	Reclassified Fluent English Proficient (%/Number)
2015-2016	14.3% / 10
2016-2017	18.8% / 13
2017-2018	30.8% / 20
2018-2019	50% / 30
Source: CDE/Dataquest	

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

Year	ELA (% Met or Exceeded)								Math (% Met or Exceeded)							
	All	SE D	AA	Hisp	SW D	EL	FY	HY	All	SE D	AA	Hisp	SW D	EL	FY	HY
2016	40%	39%	--	40%	9%	0%	--	--	23%	23%	--	23%	4%	0%	--	--
2017	46%	45%	--	46%	0%	5%	--	--	33%	33%	--	33%	5%	8%	--	--
2018	54%	54%	--	54%	19%	6%	--	--	30%	29%	--	30%	7%	9%	--	--
2019	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

“—“ no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth

* Data for 2019 is not published at this time

Source:CDE/DataQuest/CAASPP

SUMMARY ANALYSIS OF 2016-2017 AND 2017-2018 DATA

English Language Arts-

For the 2016-2017 school year, the Charter School had a 46.34% rate of Meet or Exceed Standards in English Language Arts as measured by SBAC, while LAUSD Similar Schools had a median rate of 52.51%. In the same year, the Charter School had a higher rate of Meet or Exceed Standards than 6 of 19 LAUSD Similar Schools. The LAUSD Resident Schools median was 45.68%. The Charter School had a higher rate of Meet or Exceed Standards than 17 of 31 LAUSD Resident Schools.

In the 2016-2017 school year, the Charter School’s Latino and Economically Disadvantaged Students demonstrated a similar trend to our school-wide data, with 46.34% of Latino students Meeting or Exceeding Standards as measured by SBAC in English Language Arts and 45.41% of Economically Disadvantaged students Meeting or Exceeding Standards. In that same year, the remaining significant subgroups, English Learners and Students with Disabilities Met or Exceeded Standard in English Language Arts at the rate of 5.41% and 0%, accordingly.

In the 2017-2018 school year, The Charter School had a 54.09% rate of Meet or Exceed Standards in English Language Arts as measured by SBAC, while the LAUSD Similar Schools had a median rate of 48.35%. The Charter School had a higher rate of Meet or Exceed Standards than 13 of the 19 LAUSD Similar Schools. In the same year, the LAUSD Resident Schools median was 41.14%. The Charter School had a higher rate of Meet or Exceed Standards than 22 of 31 LAUSD Resident Schools.

In the 2017-2018 school year, The Charter School's Latino and Economically Disadvantaged Students continued to demonstrate a similar trend to our school-wide data, with 53.97% of Latino students Meeting or Exceeding Standards as measured by SBAC in English Language Arts and 53.51% of Economically Disadvantaged students Meeting or Exceeding Standards. In addition, the subgroup of English Learners had a Meet or Exceed Standard rate of 5.71%, while Students with Disabilities demonstrated growth with a Meet or Exceeded Standards in English Language Arts rate of 19.05%.

Math-

In the 2016-2017 school year, The Charter School had a 33.01% rate of Meet or Exceed Standards in Mathematics as measured by SBAC, while LAUSD Similar Schools had a median rate of 20.34%. In the same year, The Charter School had a higher rate of Meet or Exceed Standards than 16 of 19 LAUSD Similar Schools. In the same year, the LAUSD Resident Schools median was 14.63%. The Charter School had a higher rate of Meet or Exceed Standards than 31 of 31 LAUSD Resident Schools.

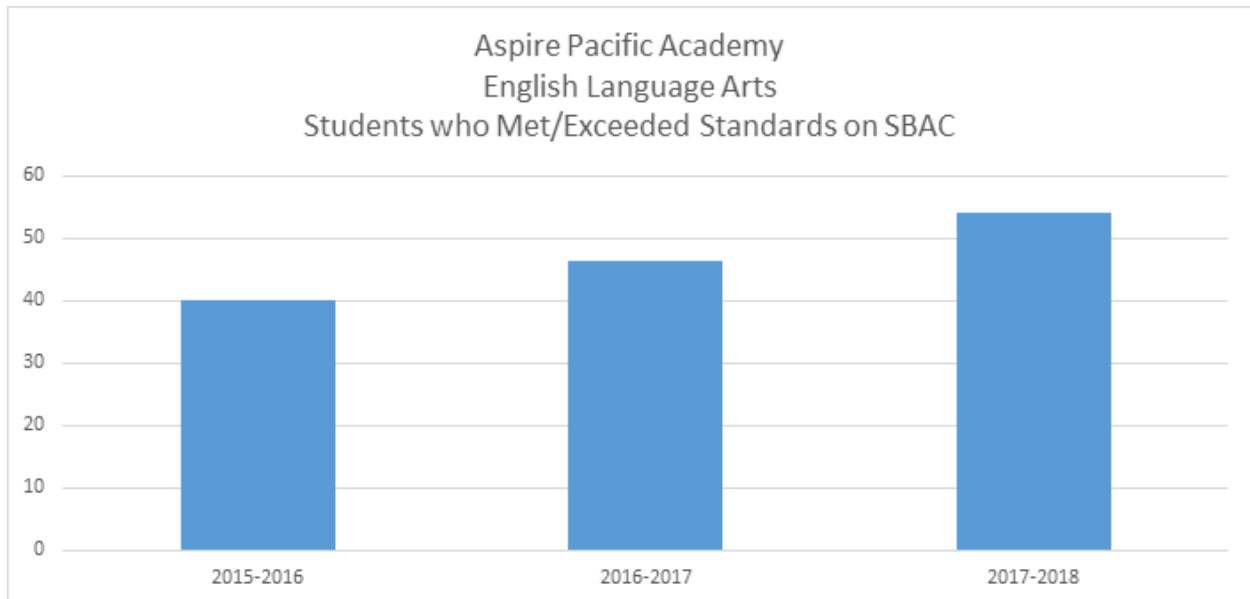
In the 2016-2017 school year, The Charter School's Latino and Economically Disadvantaged Students demonstrated a similar trend to our school-wide data, with 33.01% of Latino students Meeting or Exceeding Standards as measured by SBAC in Mathematics and 32.66% of Economically Disadvantaged students Meeting or Exceeding Standards. Students with Disabilities and English Language Learners demonstrated a Met or Exceed rate of 4.55% and 7.89%, accordingly.

In the 2017-2018 school year, The Charter School had a 29.75% rate of Meet or Exceed Standards in Mathematics on the SBAC, while LAUSD Similar Schools had a median rate of 16.81%. The Charter School had a higher rate of Meet or Exceed Standards than 16 of 19 LAUSD Similar Schools. In the same year, the LAUSD Resident Schools median was 16.81%. The Charter School had a higher rate of Meet or Exceed Standards than 30 of 31 LAUSD Resident Schools.

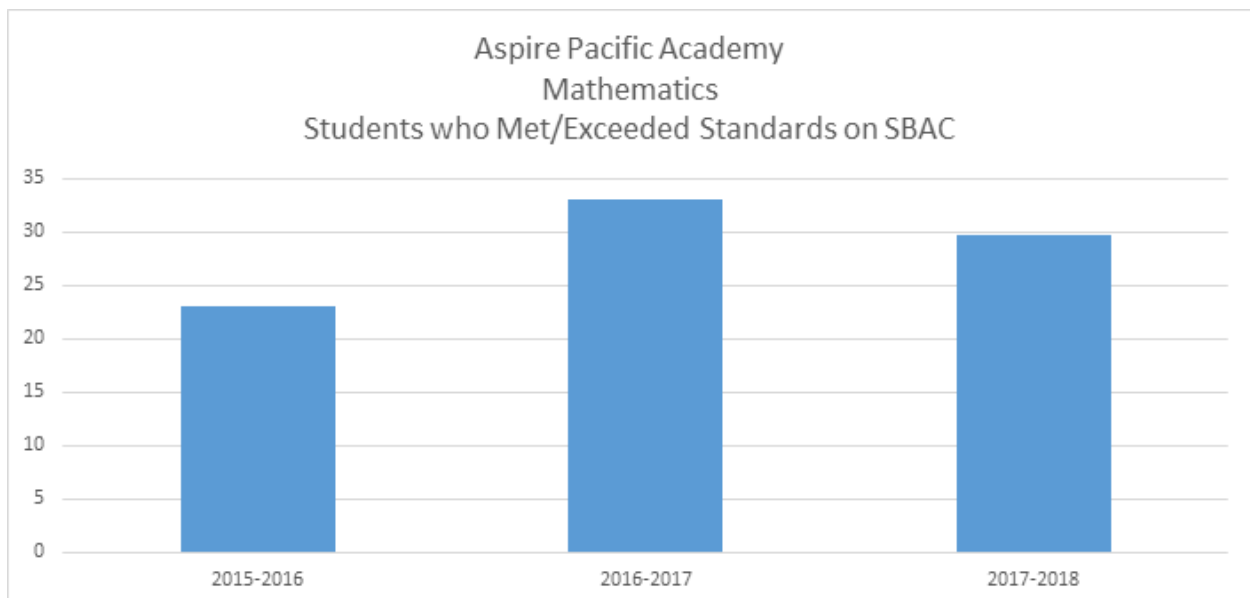
In the 2017-2018 school year, The Charter School's Latino and Economically Disadvantaged Students continued to demonstrate a similar trend to our school-wide data, with 29.71% of Latino students Meeting or Exceeding Standards as measured by SBAC in Mathematics and 28.96% of Economically Disadvantaged students Meeting or Exceeding Standards. Students with Disabilities demonstrated a Met or Exceed rate of 7.32%, while English Language Learners demonstrated a Met or Exceed rate of 8.57%.

2017-2018 –

In the 2017-2018 school year, The Charter School had a 54.09% rate of students who met or exceeded standards in English Language Arts. This was a 7.75 percentage point increase from the 2016-2017 school year.



In the 2017-2018 school year, The Charter School had a 29.75% rate of students who met or exceeded standard in mathematics. Although this was a decline of 3.26 percentage point from the 2016-2017 school year, it is 6.75 percentage point higher than the 2015-2016 school year.



The Charter School demonstrated growth from the 2016-17 to the 2017-18 school year as measured by SBAC English Language Arts. The school has also demonstrated growth in math over a three-year period. We recognize that Students with Disabilities, and English Language Learners remain focus subgroups to ensure equitable academic progress. The school has implemented a robust designated ELD instructional block, and

is providing further professional development for integrated ELD instruction. The region has established Network Improvement Communities (NICs). The goal of a NIC is to include a wide-range of professionals in exploring best practice, and implementing changes. The Regional Director of Special Education leads the Special Education NIC. Through this NIC the region is exploring best practices in co-teaching. The goal is to create a robust co-teaching model where Special Education and General Education work closely to meet the needs of all scholars.

English Language Learner Reclassification:

2017-18	2016-17 # EL	2017-18 # Reclassified	2017-18 Reclassification Rate
Aspire Pacific Academy	65	20	30.8
LAUSD Similar Schools Median	104	22	16.7
Resident Schools Median	193	24	16.7
District	157,619	31,718	20.1

2016-17	2015-16 # EL	2016-17 # Reclassified	2016-17 Reclassification Rate
Aspire Pacific Academy	69	13	18.8
LAUSD Similar Schools Median	112	18	14
Resident Schools Median	187	22	16.2
District	165,453	27,793	16.8

2015-16	2014-15 # EL	2015-16 # Reclassified	2015-16 Reclassification Rate
Aspire Pacific Academy	70	10	14.3
LAUSD Similar Schools Median	110	24	17.4
Resident Schools Median	158	20	11.8
District	164,349	19,952	12.1

The Charter School's Mission

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

Vision

Every scholar is prepared to earn a college degree.

Student Population to be Served

The Charter School currently serves approximately 582 students in grades 6-12.

Enrollment Roll-Out Plan					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6	60	60	60	60	60
7	90	90	90	90	90
8	90	90	90	90	90
9	90	90	90	90	90
10	90	90	90	90	90
11	90	90	90	90	90
12	90	90	90	90	90
Total	600	600	600	600	600

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

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

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

Year	Grade Level							Total
	6th	7th	8th	9th	10th	11th	12th	
2015-2016	60	90	90	106	0	0	144	490
2016-2017	60	59	90	113	119	0	0	441
2017-2018	64	63	96	91	107	104	0	525
2018-2019	63	64	91	82	87	98	97	582

Demographic Composition of the Charter School

Demographic Categories	Aspire Pacific Academy	
	Number Enrolled	% of Enrollment
Hispanic or Latino	574	98.6%
American Indian or Alaska Native	0	0%
Asian	0	0%
Pacific Islander	0	0%
Filipino	0	0%
Black/African American	1	0.2%
White	3	0.5%
Two or More Races	0	0.0%
Not reported/Other	4	0.7%
Other Demographics		
Free/Reduced Price Lunch	544	93.5%
English Language Learners	56	9.6%
Students with Disabilities	69	11.9%
Foster Youth	0	0.0%
Source: CDE/Dataquest		

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

- Students who are not currently successful in their current core academic subjects;
- Students whose academic or English language learning needs necessitate a small school environment with personalized attention;
- Students whose academic or English language learning needs are not being met in a traditional school environment;
- Students who live in low-income neighborhoods; and
- Students whose racial and ethnic diversity represents their respective communities.

In education, one size does not fit all, and The Charter School is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.

The Educated Person in the 21st Century

The Charter School recognizes that to be an Educated Person in the 21st Century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express

themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

At APA, we strive to prepare our students to be career ready by aligning ourselves to the Post-Secondary Success Plan. The construction of this 4-year portfolio system, where students store college and career exploration activities and resources, are crafted over the span of grades 9th-12th. More specifically, this plan includes career options where students show interest in, and have flushed out steps to take in order to competently enter into that field. A variety of internship placements and courses will be offered to give students access to real-world, work-related experiences, expectations, and challenges. Through partnerships with NFTE, Junior Achievement, and other Community-based organizations, APA will provide a career-readiness pathway that is full of robust resources and opportunities that will prepare students for the world-at-large.

APA realizes that technology is the way of the world and updates and innovations are happening at rapid rates. Ensuring that students are on par or ahead of trends, new courses and concepts are woven into the fabric of our course offerings yearly, to add to the quality and depth of knowledge around courses such as computer science, coding, robotics, and augmented reality. Having the ability to create computer apps and programs, design mechanical body parts, and test model designs makes them more knowledgeable and marketable to colleges and to the workforce.

How Learning Best Occurs

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

Students will have the skills and habits of mind to graduate from The Charter School with the Aspire board approved graduation requirements as well as A-G approved coursework in order to gain admission to a postsecondary school of their choice.

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

Additionally, Aspire Public Schools has built a College For Certain® culture. Beginning in kindergarten, students are informed and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire's schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

Annual Measurable Goals

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

Measurable Pupil Outcomes						
MPO GOAL #1 (Aligns to LCAP Goal #1)						
<i>Create safe, inclusive, and welcoming learning environments where students attend are connected to their schools</i>					Related State Priority: 1, 5, 6, 7	
Specific Annual Actions to Achieve Goal						
Facilities Report Card: Address any areas of facilities report card scoring 1-2 with a plan to improve to a rating of 3 by next inspection / audit. Average Daily Attendance: Create an attendance improvement plan with school site council input improving attendance for the 2016-2017 school year with comprehensive tracking, incentives for individual students, advisory classes, and grade levels. Use SART/SARB dashboard to more quickly address truanancies. Suspension and Expulsion Report: School will continue to monitor positive school climate through student surveys. School will implement community circles in all classrooms at least 1x per month and at least 1x per week in advisory classes. Student Surveys: School will monitor student survey responses and create a plan for all responses scoring lower than 90%.						
Goal 1, Outcome 1: The school will score a 3 or better on the Facility Report Card						
Metric: Aspire created facilities report card						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25

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

Goal 1, Outcome 2: The school will maintain an ADA of at least 97%

Metric: Attendance reports sent to LAUSD

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	94.9%	97%	Maintain	Maintain	Maintain	Maintain
English Learners	95.1%	97%	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	94.9%	97%	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	93.8%	97%	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	94.9%	97%	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 1, Outcome 3: Maintain Chronic absentee rate of less than 10%

Metric: Attendance reports sent to LAUSD

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	13.2%	8%	Maintain	Maintain	Maintain	Maintain
English Learners	14.5%	8%	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	12.9%	8%	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	22.5%	10%	8%	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	13.1%	8%	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 1, Outcome 4: School will maintain an expulsion rate of 0%						
Metric: Expulsion reports submitted to LAUSD						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	0%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	0%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	0%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	0%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	0%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 1, Outcome 5: School will maintain a suspension rate of 1% or less

Metric: Suspension report submitted to LAUSD

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	< 1%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	< 1%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	< 1%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	< 1%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	< 1%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 1, Outcome 6: Increase percentage of students reporting positive school safety as measured by Aspire Student Survey Results						
Metric: Aspire created student and family surveys						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	*NA	68%	73%	78%	83%	88%
English Learners	*NA	68%	73%	78%	83%	88%
Socioecon. Disadv./Low Income Students	*NA	68%	73%	78%	83%	88%
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	*NA	68%	73%	78%	83%	88%
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	*NA	68%	73%	78%	83%	88%
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

*The survey question did not exist in 2018-19. Will be implemented in 2019-20.

Goal 1, Outcome 7: Increase percentage of students reporting positive classroom belonging as measured by Aspire Student Survey Results

Metric: Aspire created student and family surveys

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	*NA	57%	62%	67%	72%	77%
English Learners	*NA	57%	62%	67%	72%	77%
Socioecon. Disadv./Low Income Students	*NA	57%	62%	67%	72%	77%
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	*NA	57%	62%	67%	72%	77%
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	*NA	57%	62%	67%	72%	77%
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

*The survey question did not exist in 2018-19. Will be implemented in 2019-20.

Goal 1, Outcome 8: Peer mentor groups will be formed to facilitate community circles and promote positive school climate with a goal of reducing dean referrals.

Metric: Internal referral log

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	603 Referrals	10% reduction from previous year	20% reduction from previous year	20% reduction from previous year	10% reduction from previous year	10% reduction from previous year
English Learners	99 referrals	10% reduction from previous year	10% reduction from previous year	10% reduction from previous year	10% reduction from previous year	10% reduction from previous year
Socioecon. Disadv./Low Income Students	602 Referrals	10% reduction from previous year	20% reduction from previous year	20% reduction from previous year	10% reduction from previous year	10% reduction from previous year
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	208 referrals	10% reduction from previous year	10% reduction from previous year	10% reduction from previous year	10% reduction from previous year	10% reduction from previous year
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	599 Referrals	10% reduction from previous year	20% reduction from previous year	20% reduction from previous year	10% reduction from previous year	10% reduction from previous year

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

Goal 1, Outcome 9: Maintain 100% of students attending PE. Art, Robotics or Computer Science electives daily outside of core subjects (reading, writing, math science and social studies)

Metric: PowerSchool scheduling

Expected Annual Measurable Outcomes:

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

Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 1, Outcome 10: School will implement a school-wide attendance incentive						
Metric: Schedule of attendance incentives						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
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Measurable Pupil Outcomes						
MPO GOAL #2 (Aligns to LCAP Goal #2)						
Engage parents and community partners through education, communication, and collaboration to promote student success.					Related State Priority: 3, 4	
Specific Annual Actions to Achieve Goal						
Family / Student Survey: If less than 90% of families are not satisfied with the school, or less than 80% report having a voice in decision making, a family engagement plan will be created. School Site Council: Continue monthly School Site Council meetings, following bylaws and providing opportunities for parents, students and staff to give input on school programs English Learner Advisory Council: Continue monthly English Learner Advisory Council meetings, following bylaws and providing opportunities for parents to give input on the school’s programs to support English Language Learners Coffee with the Principal: Hold monthly Coffee w/ the principal meetings allowing parents to give school administration feedback on programs and positive school climate. Parent Center: 5. Continue weekly parent center workshops and activities guided by parent choice and supporting needs of parents						
Goal 2, Outcome 1: 90% or more families are satisfied as measured by the Family Survey						
Metric: Aspire created student and family survey						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	87%	90%	Maintain	Maintain	Maintain	Maintain
English Learners	87%	90%	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	87%	90%	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	87%	90%	Maintain	Maintain	Maintain	Maintain

African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	90%	90%	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 2, Outcome 2: One English Language Advisory Committee meeting per month.						
Metric: Calendar of committee meetings						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	Met quarterly	Monthly	Monthly	Monthly	Monthly	Monthly
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

Goal 2, Outcome 3: One School Site Council meeting per month						
Metric: Calendar of school site council meetings						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	Met monthly	Monthly meeting	Monthly meeting	Monthly meeting	Monthly meeting	Monthly meeting
English Learners	Met monthly	Monthly meeting	Monthly meeting	Monthly meeting	Monthly meeting	Monthly meeting
Socioecon. Disadv./Low Income Students	Met monthly	Monthly meeting	Monthly meeting	Monthly meeting	Monthly meeting	Monthly meeting
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	Met monthly	Monthly meeting	Monthly meeting	Monthly meeting	Monthly meeting	Monthly meeting
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

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

Goal 2, Outcome 4: One Coffee with Principal meeting per month.

Metric: Calendar of Coffee with the Principal

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	Quarterly	Monthly	Monthly	Monthly	Monthly	Monthly
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	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 2, Outcome 5: School will communicate LCAP progress within monthly parent newsletters.

Metric: Parent newsletters

Expected Annual Measurable Outcomes:

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

Goal 2, Outcome 6: 80% of parents will report that they feel that they have a voice in school decision making on an Aspire Parent Survey by end of year

Metric: Aspire student and family survey

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	81%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	71%	80%	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	81%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	N/A – Survey does not capture SWD	N/A – Survey does not capture SWD	N/A – Survey does not capture SWD	N/A – Survey does not capture SWD	N/A – Survey does not capture SWD	N/A – Survey does not capture SWD
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	81%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 2, Outcome 7: Drop-out Prevention: Year to year enrollment (percent of students enrolled from one year to the next) Maintain above 95%

Metric: PowerSchool enrollment

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	97.9%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	96%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	97.9%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	95%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	97.9%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Measurable Pupil Outcomes						
MPO GOAL #3 (Aligns to LCAP Goal #3)						
Refine and expand targeted intervention and supports for students’ academic, health, and social-emotional development.					Related State Priority: 5	
Specific Annual Actions to Achieve Goal						
Social Emotional Learning						
Organization-wide SEL program to be expanded in 2018-2019						
Reading Intervention						
Independent reading program (Accelerated Reader) utilized with middle school students to monitor and support growth in reading levels						
Assistant Principal hired to support teachers with literacy instruction and support literacy program at school						
RTI (Response to Intervention)						
RTI program addresses student intervention needs relative to Tier 2 and Tier 3 supports						
SST (Student Support Team)						
Student Support Team meetings respond to students that struggle to meet standards or demonstrate social/emotional/behavioral challenge that interferes with learning.						
Goal 3, Outcome 1: 100% of students will participate in an SEL program designed to increase self-awareness, communication skills, and executive functioning skills						
Metric: Class schedules to reflect implementation of social-emotional curriculum						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 3, Outcome 2: Increase percentage of students reporting positive social awareness as measured by Aspire Student Survey Results						
Metric: Aspire student and Family Survey						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	68%	75%	77%	79%	81%	83%
English Learners	62%	75%	77%	79%	81%	83%
Socioecon. Disadv./Low Income Students	69%	75%	77%	79%	81%	83%
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	73%	77%	79%	81%	83%	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	69%	75%	77%	79%	81%	83%

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

Goal 3, Outcome 3: Increase percentage of students reporting positive self-management as measured by Aspire Student Survey Results

Metric: Aspire student and family survey

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	65%	72%	74%	76%	78%	80%
English Learners	56%	72%	74%	76%	78%	80%
Socioecon. Disadv./Low Income Students	65%	72%	74%	76%	78%	80%
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	66%	72%	74%	76%	78%	80%
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	66%	72%	74%	76%	78%	80%
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 3, Outcome 4: Increase percentage of students reporting positive emotional regulation as measured by Aspire Student Survey Results

Metric: Aspire student and family survey

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	47%	54%	56%	58%	60%	62%
English Learners	52%	56%	58%	59%	60%	62%
Socioecon. Disadv./Low Income Students	46%	54%	56%	58%	60%	62%
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	58%	62%	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	47%	54%	56%	58%	60%	62%
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
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Goal 3, Outcome 5: The instructional program will lead to sustaining student growth on the STAR Renaissance reading assessment

Metric: Star Ren. assessment

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	37% reading at or above grade level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level
English Learners	8% reading at or above grade level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	M 80% of returning students improve in reading level
Socioecon. Disadv./Low Income Students	36% reading at or above grade level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	7% reading at or above grade level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	37% reading at or above grade level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level	80% of returning students improve in reading level
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 3, Outcome 6: The school will reduce failing grades annually until all subgroups have data that reflects 15% or fewer students with 1 or more failing grades.

Metric: Report cards

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	22% of student body with 1 or more failing grades	20% of student body with 1 or more failing grades	15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades
English Learners	25% of student body with 1 or more failing grade	20% of student body with 1 or more failing grades	15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades
Socioecon. Disadv./Low Income Students	18% of student body with 1 or	Less than 15% of student body with 1 or	Less than 15% of student body with 1 or	Less than 15% of student body with 1 or	Less than 15% of student body with 1 or	Less than 15% of student body with 1 or

	more failing grades	more failing grades	more failing grades	more failing grades	more failing grades	more failing grades
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	21% of student body with 1 or more failing grades	Less than 20% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grade	Less than 15% of student body with 1 or more failing grade
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	18% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades	Less than 15% of student body with 1 or more failing grades
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Measurable Pupil Outcomes						
MPO GOAL #4 (Aligns to LCAP Goal #4)						
Execute high quality instructional program and provide educational options to ensure every student graduates college ready.					Related State Priority: 1, 2, 4, 7	
Specific Annual Actions to Achieve Goal						
<p>Based on the data from the ELA/Math Interims and Performance Tasks, professional development will be designed as needed.</p> <p>The school will use disaggregated data to focus instruction on subgroups with lower reading, writing and math achievement. Students with special needs, Socio-economically disadvantaged, Male/Female, and English Language Learners will be disaggregated. Targeted support will be provided for each subgroup based on data. 100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum. Teachers will receive professional development if re-designation target is not met. Professional development will include a focus on the areas which students are not succeeding in re-designation. Teachers will continue implementing designated English Language Development to all designated English Learners and students who have been re-designated for less than 2 years. Teachers will use the OPAL strategies as a means to effectively implement the instruction of ELD standards.</p> <p>Teachers will continue to participate in OPAL professional development/training to support English Language Learners</p> <p>Teachers will continue to implement Close Reading using grade-level texts, with a focus on elaboration of evidence and tier 1 and 2 vocabulary</p> <p>All teachers in grades 6-7 will use Eureka Math curriculum, 8th grade teachers will use CPM math curriculum, and all high school teachers will use Core Plus math curriculum. Teachers new to the curriculum will receive initial training. All curricula is Common Core aligned. Students will consistently use an online math program as part of Blended Learning. The math program builds on math number sense skills and math concepts.</p> <p>The school will continue to hire only appropriately credentialed teachers.</p> <p>All students will receive CCSS/NGSS aligned curricular materials including textbooks and online curricular platform logins.</p>						
Goal 4, Outcome 1: 100% daily objectives In all core subject classes will be aligned to state standards, evidenced by administrator observations						
Metric: Formal observation						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain

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

Goal 4, Outcome 2: Percent of students meeting A-G requirements maintains 95% or higher						
Metric: Aspire graduation report						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

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

Goal 4, Outcome 3: Ensure the percent of students graduating high school is maintained at 95% or higher						
Metric: Aspire graduation report						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

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

Goal 4, Outcome 4: Increase the average Composite ACT scale score						
Metric: ACT assessment						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	Average ACT scale score of 16 (Composite)	Average ACT scale score of 17 (Composite)	Average ACT scale score of 18 (Composite)	Average ACT scale score of 18 (Composite)	Average ACT scale score of 19 (Composite)	Average ACT scale score of 20 (Composite)
English Learners	Average ACT scale score of 14 (Composite)	Average ACT scale score of 15 (Composite)	Average ACT scale score of 16 (Composite)	Average ACT scale score of 17 (Composite)	Average ACT scale score of 18 (Composite)	Average ACT scale score of 19 (Composite)
Socioecon. Disadv./Low Income Students	Average ACT scale score of 16 (Composite)	Average ACT scale score of 17 (Composite)	Average ACT scale score of 18 (Composite)	Average ACT scale score of 18 (Composite)	Average ACT scale score of 19 (Composite)	Average ACT scale score of 20 (Composite)
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	Average ACT scale score of 14 (Composite)	Average ACT scale score of 16 (Composite)	Average ACT scale score of 17 (Composite)	Average ACT scale score of 17 (Composite)	Average ACT scale score of 18 (Composite)	Average ACT scale score of 19 (Composite)

African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	Average ACT scale score of 16 (Composite)	Average ACT scale score of 17 (Composite)	Average ACT scale score of 18 (Composite)	Average ACT scale score of 18 (Composite)	Average ACT scale score of 19 (Composite)	Average ACT scale score of 20 (Composite)
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 5: The school will increase the number of students scoring above standard in ELA as measured by the California Dashboard - Distance from Standard (DFS) SBAC

Metric: Distance from standard as measured by the California Dashboard

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	1.1 above	19 above	Maintain 3 point increase	Maintain 3 point increase	Maintain 3 point increase	Maintain 3 point increase
English Learners	50.6 below	38 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth

Socioecon. Disadv./Low Income Students	0.2 below	17 above	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	71.2 below	53 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	1 above	19 above	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 6: Increase the percentage of students Meeting or Exceeding Standards on 11 th grade ELA ICA (CAASPP) 5 percentage points annually						
Metric: CAASP ELA Assessment						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	41%	51%	56%	61%	66%	71%
English Learners	5%	15%	20%	25%	30%	35%

Socioecon. Disadv./Low Income Students	41%	51%	56%	61%	66%	71%
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	12%	22%	27%	32%	37%	42%
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	40%	50%	55%	60%	65%	70%
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 7: The school will decrease the distance from standard in Math for all students.						
Metric: SBAC (CA School Dashboard-DFS)						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	57.7 below	39 below	Maintain 3 point increase	Maintain 3 point increase	Maintain 3 point increase	Maintain 3 point increase
English Learners	88.6 below	70 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth

Socioecon. Disadv./Low Income Students	58.8 below	40 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	126.6 below	108 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	57.5 below	39 below	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth	Maintain 3 point growth
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Goal 4, Outcome 8: Increase students who are reading at grade level by 5 percentage points annually as measured by the STAR Renaissance Reading Assessment						
Metric: Star Renaissance end of year reports						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	32%	42%	47%	52%	57%	62%
English Learners	6%	16%	21%	26%	31%	36%

Socioecon. Disadv./Low Income Students	32%	42%	47%	52%	57%	62%
Foster Youth	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	8%	18%	23%	28%	33%	38%
African American Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
American Indian/Alaska Native Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Asian Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Filipino Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Latino Students	32%	42%	47%	52%	57%	62%
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students of Two or More Races	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
White Students	Not numerically significant at this time	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.

Measurable Pupil Outcomes	
MPO GOAL #5 (Aligns to LCAP Goal #5)	
<i>Students who are English learners will increase their mastery of the English language</i>	Related State Priority: 4
Specific Annual Actions to Achieve Goal	
<p>Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in re-designation.</p> <p>Teachers will implement designated English Language Development to all designated English Learners and students who have been re-designated for less than 2 years. Teachers will use the OPAL strategies as a means to effectively implement the instruction of ELD standards. Additional training in OPAL will be implemented as necessary.</p> <p>The Assistant Principal will continue to provide a professional development session on the ELPAC 60 minutes of designated ELD instruction Using OPAL has been implemented for students in HS. Teachers identify ELD strategies for Identified ELD students on weekly lesson plans</p>	

Teachers will continue to implement academic writing OPAL strategies throughout the day as part of our integrated ELD instruction.

Goal 5, Outcome 1: Increase the percentage of students who are Reclassified English Language Proficient (RFEP)

Metric: Summative ELPAC

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022- 23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	50%	52%	53%	54%	55%	56%
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

Goal 5, Outcome 2: The school will increase the number of ELL students scoring above standard in ELA as measured by the California Dashboard - Distance from Standard (DFS) SBAC

Metric: California Dashboard

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018- 2019	2020- 21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	50.6 below	32 below	Maintain 3 point increase	Maintain 3 point increase	Maintain 3 point increase	Maintain 3 point increase
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

Goal 5, Outcome 3: The school will increase the number of ELL students scoring above standard in Math as measured by the California Dashboard - Distance from Standard (DFS) SBAC						
Metric: California Dashboard						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018- 2019	2020- 21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA

English Learners	88.6 below	70 below	Maintain 3 point increase	Maintain 3 point increase	Maintain 3 point increase	Maintain 3 point increase
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

Goal 5, Outcome 4: The school will implement a Designated English Language Development class (ELD), where every ELL that has not shown growth on the ELPAC in HS and MS will received EL support

Metric: PowerSchool scheduling

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
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

Goal 5, Outcome 5: Every ELL that has not shown growth on the ELPAC in grades 6-9 will receive EL support in a designated after school EL course

Metric: Roster of after school course

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
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

Goal 5, Outcome 6: 1 Intervention teacher will work with EL students to deliver additional EL support in summer school classes.

Metric: Summer school class list

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
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

Goal 5, Outcome 7: 65% of English Learners will make adequate yearly progress on the ELPAC

Metric: Summative ELPAC assessment

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	19.4%	At least 65%	At least 65%	At least 65%	At least 65%	At least 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

Goal 5, Outcome 8 The school will hold at least 1 ELPAC training for parents per year

Metric: Calendar of ELPAC trainings

Expected Annual Measurable Outcomes:

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
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All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	100%	Maintain	Maintain	Maintain	Maintain	Maintain
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

Goal 5, Outcome 9: The school will provide support of English Learners within tutoring opportunities after school						
Metric: Attendance and Roster signing sheet						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	NA	NA	NA	NA	NA	NA
English Learners	Maintain enrollment of EL students that is proportionally to overall school	Maintain enrollment of EL students that is proportionally to overall school	Maintain enrollment of EL students that is proportionally to overall school	Maintain enrollment of EL students that is proportionally to overall school	Maintain enrollment of EL students that is proportionally to overall school percentage of	Maintain enrollment of EL students that is proportionally to overall school percentage of

	percentage of EL students	percentage of EL students	percentage of EL students	percentage of EL students	EL students Maintain	EL students Maintain
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

The school's goals and student outcomes were designed with a focus on the whole child. Grade-level, standards-based, culturally responsive curriculum, effective teaching strategies, social-emotional learning and a connection between home and the school is the foundation of the school's goals.

Ensuring current, Common Core aligned, textbooks are available for all students will help to create students who are competent and confident learners. The school's goal to ensure 100% of staff hired are appropriately credentialed leads to classrooms where higher levels of effective teaching strategies are found. Effective teaching strategies engage students, and help to create self-motivated individuals.

Goals established in regards to restorative practices and social-emotional learning are designed to provide explicit skill development such as compassion, self-care, acceptance, etc. The clearly

articulated social-emotional lessons emphasizes learning how to resolve conflict through dialogue while developing each scholar's ability to be reflective.

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

The Charter School's Program Design Elements

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

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

Community

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

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd.
- *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 twelve¹. Also, students in the 6th through 12th grade spend part of each week in advisory courses with a student-teacher ratio of approximately 25:1.
- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. These groups do special projects, have extra time for pleasure reading, and participate in activities related to social emotional learning. The advisor acts as a bridge between The Charter School and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for multiple years, sometimes through graduation, and provides a support structure for students.

Learning Time

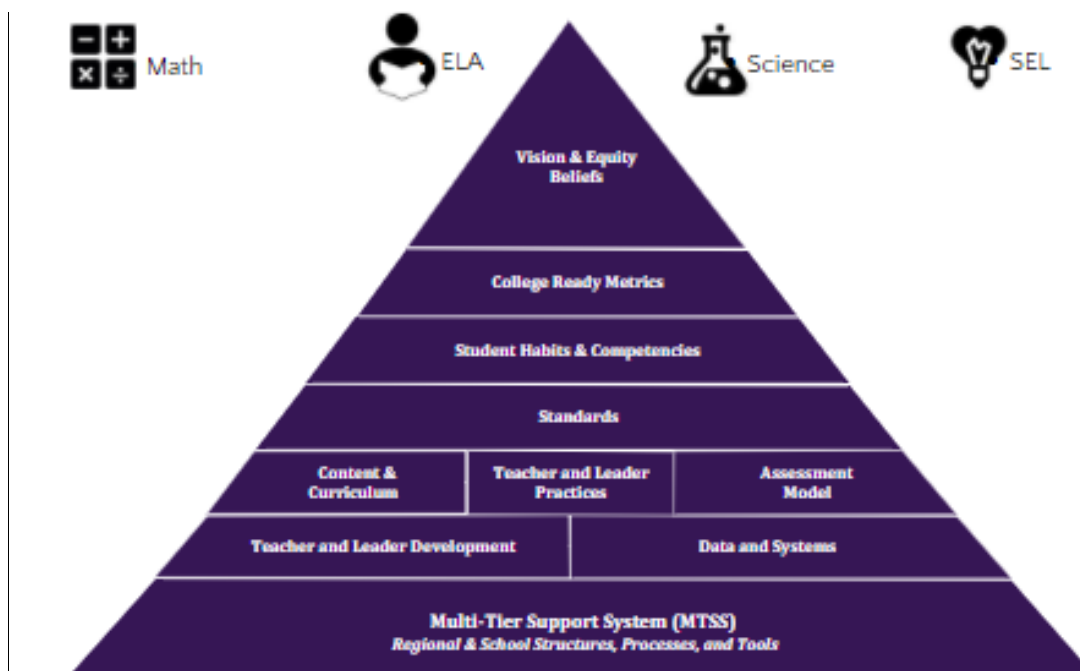
The Charter School provides roughly 10-15% more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. The Charter School has, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools.
- *Longer School Year:* The Charter School provides approximately 180-185 days of instruction, which is more than most traditional public schools. Often there are additional instructional days. Some of these additional days are on Saturday, when families can attend class with their children.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

¹ https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf

Instructional Design

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



APA educators meet the needs of individual students through the use of differentiation and response to intervention. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. According to Carol Ann Tomlinson, differentiation occurs in many ways, including designing lessons based on student learning styles, group students by shared interests or ability for assignments, assess students learning using formative and summative assessments, manage the classroom to ensure students have a safe and supportive learning environment, and continually assess and adjust lesson content to meet the individual needs of students.

Continually assessing adjusting lesson content is key to responding to individual student needs. APA educators use a student work analysis protocol that focuses on identifying gaps in student learning, and creates a plan of action to ensure those gaps are addressed. The protocol includes selecting formative assessments, unpacking the standard(s) the assessments address, identifying the conceptual knowledge and procedural skills necessary to demonstrate mastery of the standard, and reviewing student work against the exemplar. APA educators will then create a plan for re-teaching to ensure students who did not meet the standard have additional opportunities for re-learning and embed additional practice and assessment to ensure those gaps are addressed.

Reference:

Weselby, Cathy. "What is Differentiated Instruction. Examples of How to Differentiate Instruction in the Classroom." Room 214 A Blog By Concordia University Portland.

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

Brain-Based Research

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

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

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

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

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

Lev Vygotsky

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

John Dewey

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

Kate Kinsella

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

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

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

2002).

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

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

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

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

Teaching Methods

The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge. We center this work around the text of Archer (2010).
- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

- *Problem Solving*: this method provides students with a step-by-step process for determining the solution.
- *Inquiry*: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution. Inquiry may be referred to as a technique that encourages students to discover or construct information by themselves instead of having teachers directly reveal the information (Uno, 1999)
- *Culturally appropriate curriculum and instruction*: A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives. Culturally Responsive Teaching ("CRT") and Culturally Relative Pedagogy ("CRP") are two tenants of the Charter School's program, which are based on the works of Gay (2018).

The Charter School's teacher effectiveness framework includes a section on cultural relevance as an expectation in the classroom. This includes knowing and considering the backgrounds of students when planning and delivering lessons. Teachers are urged to select culturally sensitive and relevant materials, such as literature, when planning units. The Charter School disaggregates achievement data for the subgroups served and determine if our practices are effective for each group based on their outcomes. As an organization when we adopted units of study for State Standards, we replaced texts to be more diverse and appealing to a broader demographic. Further, The Charter School has an equity belief statement which specifically calls out culturally relevant teaching as a value in all Aspire Public Schools' charter schools.

- *Flexible supports*: Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports. The Charter School utilizes flexible groupings in the classroom to target leveled materials based on students' needs, for example small reading groups. Teachers will also pull small groups of students to the U-Table for additional support in math or reading when a gap in understanding is observed on a particular standard. The Dean of Instruction or para-professionals come to classrooms to pull or work with small groups of students needing more intensive support. Computerized interventions such as Lexia are employed to fill gaps based on diagnostic assessments. Students may also visit the learning center during or after school for targeted interventions based on need. Finally, both students identified with Individualized Education Programs("IEPs") or those with severe academic gaps may work on modified assignments to fill gaps with the Education Specialist.
- *Diagnostic assessment*: Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual

supports for students. There are a variety of local assessments used for diagnostic purposes. STAR REN is a digital reading assessment done quarterly to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. IReady is a digital assessment that finds standards gaps in both math and ELA to determine what practices on the computer can fill these gaps. Zearn and the Aspire Math Interim Assessments are generated to monitor progress on the Eureka math curriculum. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally, the ELPAC will be used to assess English Learners to determine their annual English Language Development progress and prioritize interventions.

- *On-line learning and Early College High School:* Students in grades 9-12 have the opportunity to augment their school site curricula with on-line high school classes (examples: APEX, Cyber High). In addition, our high school graduation requirements include that every student takes and passes multiple community college and/or 4-year college courses in order to earn college credits, get college exposure and practice, explore potential majors and careers, and build confidence and context for post-secondary studies.

References:

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

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

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

Curriculum

Curriculum, materials, and instructional methods are selected and developed based on the Common Core State Standards. In addition to CCSS the relevance of the curriculum helps to ensure all students are academic achievers, meeting A-G course requirements, and preparing students for success to and through college.

Each student in the school has individual current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

The Charter School uses a combination of adopted programs and curriculum developed in-house to meet Aspire Pacific Academy (“APA”) 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.

Students receive English Language Development (Academic English) in middle through high school. Academic English Language Development at the high school level is a UC approved course for which students receive credit.

The school implements both designated and integrated ELD. Integrated ELD: All teachers use an ELD standard from Part I and Part II of the California Department of Education English Language Development Standards for their Grade Levels in tandem with the content standard that they are addressing. Teachers also create a language objective that addresses the function that they expect their students practice during structured student interactions. In addition to conducting formative assessments throughout the lesson for content, teachers also assess and give feedback to ELs about their language use within a specific content area. Integrated ELD is supported with specifically chosen strategies that will provide a vehicle for structured student interactions.

Designated ELD: Teachers use the Systematic ELD Units from EL Achieve to deliver designated ELD instruction. The purpose of this time is language learning. The units, however, support content instruction (science, health, humanities, and visual and performing arts) and students are learning language through topics that 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 three proficiency levels: Emerging, Expanding, and Bridging. Units are aligned to Common Core Reading, Language, Speaking and Listening, and Writing Standards. Students are grouped by proficiency level and are scheduled in regular blocks of time in order to receive ELD instruction at their targeted proficiency level. Assessments are built into the units and teachers continue to collaborate with each other in order to share the progress of their English Learners.

Students in grades 6th-12th receive social emotional and behavioral learning. Starting the 2019-2020 school year, the school will shift from utilizing Lions Quest SEL curriculum to RULER (recognizing, understanding, labeling, expressing and regulating emotions) curriculum. RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. Students receive weekly lessons, and classrooms reflect RULER design elements.

Across all grade-levels 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 which requires sexual health education in middle and high school. Data from internal surveys and other sources will inform additional needed interventions.

Technology as a Tool

At Aspire Pacific Academy (APA), technology is used as a tool for research, communication, and production—just as it is in everyday life. At Aspire Pacific Academy, 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 (Beldarrain, 2006).

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

References:

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

Middle School

Aspire Pacific Academy Middle School Course Sequence (6th - 8th)						
Subject	6 th Grade		7 th Grade		8 th Grade	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ELA	English A	English A	English B	English B	English C	English C
Social Studies	History 6	History6	History7	History7	History8	History8
Math	Math 6	Math 6	Math 7	Math 7	Math 8	Math 8
Science	Science 6	Science 6	Science 7	Science 7	Science 8	Science 8

Aspire Pacific Academy Middle School Course Sequence (6th - 8th)						
Subject	6 th Grade		7 th Grade		8 th Grade	
Electives	Physical Education ELD Robotics Computer Science	Physical Education ELD Robotics Computer Science	Physical Education ELD Robotics Computer Science	Physical Education ELD Robotics Computer Science	Physical Education ELD Robotics Computer Science	Physical Education ELD Robotics Computer Science
Advisory	Advisory 6	Advisory 6	Advisory 7	Advisory 7	Advisory 8	Advisory 8

English-Language Arts (core):

English Language Arts: Aspire Pacific Academy's ELA program is designed to reflect the ELA Common Core State Standards, specifically:

- Increased Rigor/Text Complexity: Emphasis on supporting students in being able to work with increasingly more complex texts
- Nonfiction & Informational Text: A heavy focus on nonfiction, with informational texts used routinely to increase reading comprehension
- Writing: Emphasis on written expression, in particular, across the curriculum and for various purposes and audiences
- Content literacy: Development of literacy skills across all content domains
- Vocabulary: Focus on both general academic vocabulary and domain-specific vocabulary, especial for English Learners
- Independent reading: Opportunities for choice and time to become lifelong lovers of reading
- 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:

- Balance of literacy and informational texts
- Emphasis on text complexity, core texts, and text evidence
- Strategic academic vocabulary
- Integration of all content areas and media/technology
- Emphasis on multiple texts and critical/evaluative reading
- Reinforcement of reading skills and individualized approach to the needs of struggling readers and English Learners

English A: Using a variety of text types and levels of text complexity within the 6th-8th text complexity band, sixth grade students will cite textual evidence, determine a theme or central idea of a text, describe how a particular story's or drama's plot unfolds in a series of episodes, determine the meaning of words and phrases as they are used in a text, analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and explain how an author develops the point of view of the narrator or speaker in a text.

English B: Using a variety of text types and levels of text complexity within the 6th-8th text complexity band, seventh grade students will cite several pieces of textual evidence to support analysis of what the text says, determine a theme or central idea of a text and analyze its development over the course of the text, analyze how particular elements of a story or drama interact, determine meaning of words and phrases as they are used in a text, analyze how a drama's or poem's form or structure contributes to its meaning and analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

English C: Using a variety of text types and levels of text complexity within the 6th-8th grade text complexity band, eighth grade students will cite textual evidence that most strongly supports an analysis of what the text says, determine a theme or central idea of a text and analyze its development over the course of the text, analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision, determine the meaning of words or phrases as they are used in a text, compare and contrast the structure of two or more texts, analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

The Charter School classroom is a language rich environment, maximizing instructional time, deeper order thinking, and powerful student engagement. When students are learning to read with fluency and deeper comprehension/analysis, instruction focuses on college readiness and increasingly difficult texts. Writing is integrated throughout the learning process, and technology is used extensively.

Social Studies (core):

APA's 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.

Curriculum: APA implements *History Alive!* published by the Teachers' Curriculum Institute (TCI), while also utilizing standards aligned teacher created Humanities units. TCI's *History Alive!* curriculum allows for a multi-faceted learning experience. Each lesson begins with an Essential Question, and within each lesson students participate in graphic notetaking, group work, and step-by-step discovery. The curriculum is designed to increase student autonomy while the teacher serves as a facilitator, further allowing students with various learning styles to access the content. Teachers utilize the Understanding by Design (UbD) Framework to implement standards aligned teacher created Humanities units. UbD provides a planning process and structure to guide curriculum, assessment, and instruction. Using TCI and UbD, teachers are able to enhance the core curriculum, and provide instruction tailored to meet the needs of each scholar.

History 6: Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. This course follows the recommend California standards in social science.

History 7: Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500Ð 1789. This course follows the recommend California standards in social science.

History 8: Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. This course follows the recommended California standards in social science.

In addition, the courses are designed so events are studied largely in the context of the people who helped shape them. Course content is used for continued development of each students' reading, writing, note-taking, and research skills.

At all grade levels student writing proficiency is measured by department-wide common assessments graded collaboratively by the department members. For students having difficulty meeting proficiency standards in course work, targeted intervention is utilized in the classroom using various instructional strategies, tutoring and/or other models of intervention as determined by individual student needs.

Math (core):

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

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

- 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:

- Focus and coherence: Key topics at each grade level and coherent progressions across grade levels
- Balance of concepts and skills: Required both conceptual understanding and procedural fluency
- Mathematical practices: Reasoning and sense-making in mathematics are fostered consistently
- 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.

Mathematics Curriculum: APA implements the Eureka Math curriculum by Great Minds in grades 6th – 7th, and the College Preparatory Math (CPM) curriculum in grade 8. Daily math instruction requires students to use problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. With the CPM instructional materials, students can tackle mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Students often learn in collaboration with others, sharing information, expertise, and ideas.

Science (Core):

Using the Next Generation Science Standards as a base, students are introduced to the recurring concepts and connections made within the various science disciplines such as Earth Science, Life Science, and Physical Science. Throughout the courses, emphasis is placed on the development of scientific critical thinking.

Students are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection in labs, and drawing scientific conclusions from data. Students learn correct lab procedures and safely and develop sound reasoning and thoughtful questioning. Sample science concepts include: understanding the relationship between human interaction with the environment, human pollution, and the effects of climate change. Systems and interactions enabling students to acquire an understanding of ecological concepts as they practice thinking and problem-solving processes. Patterns of change which challenge students to recognize the ways their environment changes. Conservation encouraging students to act responsibly toward the environment through school and community enhancement projects and personal action.

Science Curriculum: Teachers utilize the essential instructional practices of inquiry-based classroom discussion and cooperative groupings. These develop and promote the social learning context needed by students to support English language development. Students communicate using scientific language and vocabulary, and by reflecting in their inquiry journals. Students will construct meaning by explaining and justifying their thinking using evidence based explanations.

A key component of the success of the SPS science program has been the implementation of Next Generation Science Standards across grade levels and subject matter.

Aspire Public Schools was among a diverse group of eight California school districts and two charter management organizations actively implementing the Next Generations Science Standards through the support provided by participating in the CA NGSS K-8 Early Implementers

Initiative. The Initiative was developed by the K-12 Alliance at WestEd with collaborative input on its design and objectives from the State Board of Education, the California Department of Education, and Achieve. The Kindergarten through Eighth Grade Initiative focused on building teacher leaders in science to support NGSS implementation across California. Aspire, and the partner districts in the grant are models for how NGSS can be implemented. Teachers were supported with strategies and tools including an instructional framework that incorporates phenomena-based learning. This framework aligns with the NGSS three dimensions--encompassing disciplinary core ideas, cross cutting concepts, and science and engineering practices. Using science notebooks, questioning strategies, and other approaches, students conduct investigations, construct arguments, analyze text, practice descriptive skills, articulate ideas, and assess their own understanding.

Aspire LA's grant team members included the regional Content Specialists and teacher leaders from middle school. These leaders disseminated instructional best practices during regional professional development and planning sessions. All of our students receive instruction in NGSS based on unit storylines created using the Instructional Framework (Conceptual Flow process). Day to day storylines are created using the 5E learning sequence: Engage, Explore, Explain, Extend/Elaborate and Evaluate. In the Engage, students begin the learning task and share their prior knowledge of the concept to be learned. Students then move into the Explore phase, where they have a common experience that identifies and develops the skills, processes, and concepts needed to understand the phenomenon. Students then have an opportunity to Explain their understanding. The fourth part of the learning sequence is the Extend/Elaborate phase where students' conceptual understanding and skills are applied to a new learning experience. The fifth part of the learning sequence is the evaluate phase where the teacher and students reflect on the learning that has taken place and occurs throughout the lesson experience. Teachers use vetted NGSS materials from Mystery Science, STEMscopes, Picture Perfect Lessons, and other NSTA lesson materials found on nsta.org to support creation of 5E Learning Sequences and conceptual frameworks to develop student understanding in the NGSS Performance Expectations.

Students experience phenomena-based instruction that gives them the opportunity to learn and apply the Disciplinary Core Ideas, Cross Cutting Concepts and Science and Engineering Practices (3Dimensions) in a group of Performance Expectations. Through a project based learning model that incorporates authentic fieldwork, students experience science education that involves more opportunities to use systems thinking and modeling to explain phenomena and address real world problems.

In order to ensure student mastery and progress toward full implementation of the NGSS at our Aspire LA schools, the regional office has two Content Specialists who support administrators and teachers in this work. As part of the core leadership team, both content specialists receive training in providing professional development created by the K-12 Alliance at WestEd Project Directors and Regional Directors. The content specialists use the 6-8 Early Implementer's Lesson Observation tool and the Practice Tool, as well as Aspire's Student Learning Framework to

support teachers and administrators in building understanding of NGSS as well as establish community partnerships to support our science program in the implementation process.

Proficiency of science standards are met in the following foundational courses: Science 6, Science 7, and Science 8. STEM education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, mathematics and arts, fostering the development of STEM skills and competencies for college, career, and life.

Science 6 - 8 education encompasses the processes of critical thinking, analysis, and collaboration fostering the development of skills and competencies for college, career, and life. The courses meet California State/Next Generation Science Standards for 6th – 8th grade Science.

Science 6: In 6th grade students explore different types of systems starting with understanding cells and body systems and then moving into earth systems. Students explore climate and weather patterns, human impact and resulting adaptations within ecosystems. The main learning outcomes are as follows: students can explain systems and subsystems within cells and nature, students can explain weather patterns and predict how changes in weather and climate affect an ecosystem and students can design solutions to address human impacts related to weather and climate change.

Science 7: In 7th grade students explore changes in matter and energy within different ecosystems and how both natural and human occurrences can lead to periods of stability and change. The main learning outcomes are as follows: students can explain how the motion of plates causes changes in the surfaces in the earth, students can model changes in matter and energy within ecosystems including abiotic and biotic interactions and chemical reactions, students can research and identify natural and human impacts that cause disturbances within earth systems and design sustainable solutions.

Science 8: In 8th grade students explore patterns in nature to better understand how microscopic structures determines macroscopic properties. They do this by exploring concepts of energy force, and motion for both everyday objects and celestial bodies within the solar system and exploring inheritance patterns of how traits get passed down through generations. The main learning outcomes are as follows: students can explain how changes in energy affect the forces and motions acting on an object, students can apply concepts of energy and matter to design a functioning amusement park, students can explain how genes get passed down from one generation to the next and use patterns to make predictions of traits that can be expressed in future generations.

Advisory (non-core):

This is a mandatory course that all students 6th - 8th grade take every year. An assigned advisor works on academic preparation and planning, social and emotional development, and college and career advising.

Electives (non-core):

- Robotics- is a branch of technology that deals with the making, programming, and designing of robots. This course expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.
- Computer Science-is the study of computer technology, both hardware and software. In this course students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

Physical Education (non-core):

Students in 6th - 8th grade will be given the opportunity to learn through a developmentally, appropriate, comprehensive sequentially planned physical education program aligned with Physical Education Model Content Standards for California Public Schools.

Students will:

- Understand the moral, social, emotional, and conceptual aspects of health and wellness.
- Develop fundamental physical skills, including strategies, techniques, and appreciation for a physical activity.
- Emphasize teamwork and cooperation.
- Develop knowledge on body care (health and nutrition) and development. Understand the relationship between diet and health, and the impact on learning.
- Participate in alternative fitness activities such as yoga, martial arts, dance, drill team and other movement classes or activities, as they are offered.

HIGH SCHOOL

Alignment with California state standards and UC A-G requirements

All secondary courses are aligned to the adopted California State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses are aligned to the California State Standards. The Charter School fully implements the Next

Generation Science Standards. For non-tested courses, Aspire schools work to earn recognition through University of California's A-G program to ensure that all courses meet the level of rigor for college preparatory work.

Sample Scope and Sequence (9-12)

A – G Reqm't	9 th Grade		10th Grade		11th Grade		12th Grade	
	S1	S2	S1	S2	S1	S2	S1	S2
Social Science	Chicano Studies	Chicano Studies	World History	World History	US History	US History	Econ	US Government
English	English 1	English 1	English 2	English 2	English 3	English 3	English 4 or AP English	English 4 or AP English
Designated ELD	Academic ELD	Academic ELD	ELD	ELD	ELD	ELD	ELD	ELD
Math*	Integrated Math I	Integrated Math I	Integrated Math II	Integrated Math II	Integrated Math III	Integrated Math III	Statistics or Calculus	Statistics or Calculus
Lab Science	Physics	Physics	Biology	Biology	Chemistry	Chemistry	AP Physics or AP Biology	AP Physics or AP Biology
Foreign Language	Spanish 1 or Spanish for Native Speakers 1	Spanish 1 or Spanish for Native Speakers 1	Spanish 2 or Spanish for Native Speakers 2	Spanish 2 or Spanish for Native Speakers 2	Spanish 3	Spanish 3	AP Spanish Language and Culture	AP Spanish Language and Culture
F: Art			Art 1	Art 1	Art 2	Art 2	AP 2D Art and Design	AP 2D Art and Design

A – G Reqm't	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	S1	S2	S1	S2	S1	S2	S1	S2
Electives	Chicano/ a Studies	Chicano/ a Studies			Art 2	Art 2	AP 2D Art and Design	AP 2D Art and Design
Aspire Add'l (non- core)	Compute r Science	Compute r Science					Senior Mentorshi p and Leadershi p	Senior Mentorshi p and Leadership
	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory

* As with all courses, teachers provide real time intervention to support students in successfully meeting course requirements; for those few students who do not pass, a variety of credit recovery options are available the next year, including summer school, online courses, and repetition.

** Courses in italics and highlighted may be community college or university classes.

Aspire Pacific Academy High School Required Courses	Credits
English (English 1, English 2, English 3, English 4 or AP English)	40
College Preparatory Math	30
Laboratory Science	
Biological Science	10
Physical Science	10
Social Science	
World History	10
United States History	10
Economics	5
American Government	5
Visual/Performing Arts (annualized sequence)	10
World Languages and Cultures ***	20
Electives	40
Advisory	20

Aspire Pacific Academy High School Required Courses		Credits
College Classes		high school equivalent of 30
MINIMUM CREDITS TOTAL		210
* Two consecutive years of the same language or one year of a heritage language, meeting UC/CSU "E" admission requirement.		
Subject Code	A – G Subject Requirements	UC/CSU
A	History	2 years
B	English	4 years
C	College Prep. Mathematics	3 years <i>[4 years recommended]</i>
D	Laboratory Science (1 physical science and 1 life science)	2 years (Biology, Chemistry, Physics, or other approved CP Laboratory Science) <i>[3 years recommended]</i>
E	World Language	2 years same language <i>[3 years recommended]</i>
F	Visual and Performing Arts	1 year sequential
G	College Preparatory Electives	1 year from A-G
Students must take coursework designed to meet CSU/UC admission requirements as part of their diploma requirements (A-G subject requirements) and pass courses with a grade of "C" or better to meet minimum admission requirements. Highly competitive universities recommend that students take a more rigorous academic schedule above these minimum requirements.		

ACADEMIC DEPARTMENTS

The core UC/CSU A-G standards-based curriculum and courses are approved by the University of California Office of the President (UCOP) for all ninth through twelfth grades. APA continues to generate high percent of graduates consistently attending 2-year or 4-year colleges and universities. The California State Board of Education and State Superintendent of Instruction have adopted standards-based curricula for the subject areas of Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Health, and World Languages and Cultures. APA uses these standards as the center of its academic programming to meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges. Courses are offered in Applied Technical Arts, English Language Development, English Language Arts, Mathematics, Science, Social Science, Special Education, Visual and Performing Arts, and World/Heritage Languages. Students access the core curriculum in their college preparatory or academic program classes.

English-Language Arts (core):

Curriculum:

Teachers utilize the StudySync curriculum by McGraw-Hill and also build their curriculum using the Understanding by Design (UbD) Framework. The curriculum integrates Reading & Writing through contemporary and classic literature. There are embedded skills lessons within daily instruction focusing on foundational language, comprehension skills, as well as reading, writing, and research on inquiry skills. Resources are organized around a first read, a close read, and an associated skill lesson. ELL skill lessons emphasize explicit vocabulary instruction, language acquisition, and reading comprehension.

Students meet A-G requirements by taking the following courses in sequence: English 1, English 2, and English 3, English 4, and/or Advanced Placement English Literature and Composition. At all grade levels student writing proficiency is measured by department-wide common assessments graded collaboratively by the department members. For students having difficulty meeting proficiency standards in course work, targeted intervention is utilized in the classroom using various instructional strategies, tutoring and/or other models of intervention as determined by individual student needs.

English 1 is a literature based course that will cover reading, writing, listening and speaking in accordance to the California State standards. Students will read texts covering five genres: short story, poetry, fiction, non-fiction, and drama. The literature will be historically and culturally significant. Students will read six novels and will respond to the literature in a variety of ways including essay writing, character analysis, dramatic simulations, and oral debates. Throughout the year, students will work on the following skills: vocabulary development, directed reading and writing, literary analysis, and language mechanics. They will complete a variety of writing activities including: narrative, expository, persuasive, and interpretive essays. These activities will

help them to develop research and organizational skills and all essays will follow MLA style guidelines.

English 2 is designed so students will read a variety of genres (non-fiction, fiction, short stories, poetry, and drama), and will analyze texts within a historical/cultural context. Students will be required to use close-reading and critical thinking skills in order to engage in an in-depth analysis of the 6 texts they will be studying. They will engage in a thematic study of literature that will require them to compare and contrast texts, as well as make connections between the literature and corresponding historical contexts. Activities in each unit will help students develop their reading, writing, and oral skills. Students will complete a variety of writing activities, including interpretive, narrative, persuasive, and descriptive writing that demonstrate critical thinking, organization, and drafting strategies. In addition, students will increase their vocabulary, further their knowledge and application of English mechanics, and learn important research skills that will be required of them in advanced English courses. This course is intended to help students meet the state language arts content and performance. Students in this college preparatory Ethnic Studies: Language and Composition English course read and carefully analyze a broad and challenging range of nonfiction and fiction prose selections, deepening their awareness of how language works in effectively communicating an idea. Additionally, this course aims to educate students to be politically and socially conscious about their personal connections to local and global histories. By studying the history of race, ethnicity, nationality, and culture, students will develop respect and empathy for individuals and groups of people locally, nationally and globally so as to foster active social engagement.

English 3 is designed to focus on reading, writing, listening and speaking in accordance with the California State standards. Students study a variety of genres including non-fiction, novels, short stories, poetry, and drama. The course is linked with the United States History course and the literature read is tied to the events studied in that course. Students engage in a thematic study of literature that requires them to compare and contrast texts, as well as make connections between the literature and corresponding historical contexts. Students complete a variety of writing activities, including interpretive, narrative, persuasive, and descriptive writing that demonstrate critical thinking, organization, and drafting strategies. In addition, students will increase their vocabulary, further their knowledge and application of English mechanics, and learn important research skills that will be required of them in advanced English courses.

English 4 is designed so students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. They will trace the historical development of English literature through intellectual, historical, and social development. They will increase vocabulary development, work on analysis and reasoning skills, and respond orally to the literature in all genres. They will complete at least one creative writing project or term paper.

Advanced Placement English Literature and Composition is available to all students who have completed English 1 and 2. This course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Mathematics (core):

Mathematics Curriculum:

APA implements the College Preparatory Math (CPM) curriculum. Daily math instruction requires students to use problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. With the CPM instructional materials, students can tackle mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Students often learn in collaboration with others, sharing information, expertise, and ideas.

Incoming students will be exposed to an integrated approach to mathematics. Students will have access to Integrated Math I, Integrated Math II, and Integrated Math III. Each math course in secondary school covers topics in algebra, geometry, trigonometry and analysis. Students also have access to Probability and Statistics and Advanced Placement Calculus. The goal is to provide students with a strong mathematical background and options that will help them meet and/or exceed A-G requirements.

Integrated Math I is the first course in a three-year sequence of college preparatory mathematics courses. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

Integrated Math II is the second of a three-year sequence of courses designed to prepare students for a college preparatory math program. It continues students development of mathematics as an active science of patterns involving quantity and change, shape and motion, data and chance, and counting and algorithms. The course is organized around interwoven strands of algebra and functions, geometry and trigonometry, statistics, and probability, and discrete mathematics. The course is aligned to the Common Core State Standards for high school mathematics and supports Common Core Standards for "Mathematical Practices." Students will

develop multiple problem solving strategies and recognize connections between concepts, mathematical models and verbal descriptions.

Integrated Math III is the third course of a three course sequence including Integrated Math I, II, and III. This course brings together main concepts from Algebra, Geometry, and Statistics covered in Integrated Math I and II courses in a more advanced way. These topics include difference between parent functions and why they are used, transformations of shapes and graphs, inequalities, geometric modeling and distributions, inverse functions, logarithms and trigonometry, polynomials, and series. Students will see stronger connections between topics and use them for problem-solving. Students will also be expected to develop habits of mind as a mathematician with strong logic and reasoning, using the Standards for Mathematical Practice as a base for all practices in each unit.

Probability and Statistics is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Topics include data collection and description, methods of descriptive and inferential statistics, hypothesis testing, correlation and regression, the analysis of variance and contingency tables.

Advanced Placement Calculus is designed to cover two semesters of college calculus material. It covers an extensive study of functions, graphs, limits, derivatives, definite integrals, polynomials approximation and series and applications of the above mentioned.

Science (core):

The goal of science instruction is to foster an understanding and be able to demonstrate through application the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; use technology for information retrieval, data acquisition and analysis, and communications; and demonstrate mastery of research skills and scientific writing.

A key component of the success of the APA's science program has been the implementation of Next Generation Science Standards across grade levels and subject matter.

Aspire Public Schools was among a diverse group of eight California school districts and two charter management organizations actively implementing the Next Generations Science Standards through the support provided by participating in the CA NGSS K-8 Early Implementers Initiative. The Initiative was developed by the K-12 Alliance at WestEd with collaborative input on its design and objectives from the State Board of Education, the California Department of Education, and Achieve. The Kindergarten through Eighth Grade Initiative focused on building teacher leaders in science to support NGSS implementation across California. Aspire, and the partner districts in the grant are models for how NGSS can be implemented. Teachers were supported with strategies and tools including an instructional framework that incorporates phenomena-based learning. This framework aligns with the NGSS three dimensions--encompassing disciplinary core ideas, cross cutting concepts, and science and engineering

practices. Using science notebooks, questioning strategies, and other approaches, students conduct investigations, construct arguments, analyze text, practice descriptive skills, articulate ideas, and assess their own understanding.

Aspire LA's grant team members included the regional Content Specialists and teacher leaders from middle school. These leaders disseminated instructional best practices during regional professional development and planning sessions. All of our students receive instruction in NGSS based on unit storylines created using the Instructional Framework (Conceptual Flow process). Day to day storylines are created using the 5E learning sequence): Engage, Explore, Explain, Extend/Elaborate and Evaluate. In the Engage, students begin the learning task and share their prior knowledge of the concept to be learned. Students then move into the Explore phase, where they have a common experience that identifies and develops the skills, processes, and concepts needed to understand the phenomenon. Students then have an opportunity to Explain their understanding. The fourth part of the learning sequence is the Extend/Elaborate phase where students' conceptual understanding and skills are applied to a new learning experience. The fifth part of the learning sequence is the evaluate phase where the teacher and students reflect on the learning that has taken place and occurs throughout the lesson experience. Teachers use vetted NGSS materials from Mystery Science, STEMscopes, Picture Perfect Lessons, and other NSTA lesson materials found on nsta.org to support creation of 5E Learning Sequences and conceptual frameworks to develop student understanding in the NGSS Performance Expectations.

Students experience phenomena-based instruction that gives them the opportunity to learn and apply the Disciplinary Core Ideas, Cross Cutting Concepts, Science and Engineering Practices (3Dimensions) in a group of Performance Expectations. Through a project based learning model that incorporates authentic fieldwork, students experience science education that involves more opportunities to use systems thinking and modeling to explain phenomena and address real world problems.

Proficiency of science standards are met in the following foundational courses: Biology, Chemistry, and Physics. Advanced Placement Biology and Advanced Placement Physics is also offered as a science elective.

Biology an introductory and comprehensive biology class. Students will study cell biology, genetics, evolution, ecology and physiology through lecture, discussion, readings, projects, simulations and laboratory activities. It will follow California state standards for high school biology and include laboratory-based investigation to teach content by having students implement the scientific method while doing their own investigations.

Chemistry is a one-year course tie modern chemistry concepts and skills to mathematics. This course will cover concepts and theories relating to the scientific field of Chemistry. Students will have a clear understanding of the atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical

thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

Physics focuses on physics as a basis for the sciences as it is physics that attempts to explain natural phenomena using scientific inquiry. We will study five specific natural phenomena: motion and forces; conservation of energy and momentum; heat and thermodynamics; waves; electric and magnetic phenomena. The lab work will provide students with opportunities to apply conceptual understandings and provide a foundation for laboratory techniques.

Advanced Placement Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices it assists students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.

Social Science (core):

Curriculum

APA implements *History Alive!* published by the Teachers' Curriculum Institute (TCI) and creates units using the Understanding by Design (UbD) framework, while also utilizing standards aligned teacher created Humanities units. TCI's *History Alive!* curriculum allows for a multi-faceted learning experience. Each lesson begins with an Essential Question, and within each lesson students participate in graphic notetaking, group work, and step-by-step discovery. The curriculum is designed to increase student autonomy while the teacher serves as the facilitator, further allowing students with various learning styles to access the content.

Social Science A-G requirements are met through the following courses: Ethnic Studies: World History, World History, US History, U.S. Government, and Economics. Advanced Placement courses are offered in U.S. History.

World History requires students to examine the themes of identity, community, and interactions—how people identify themselves, organize into communities, and interact with each other and other communities to resolve conflict. Students explore the rise of democratic ideas in theory and reality, and trace the development of democracy over time. We also examine the formation of nations and the conflicts that have since arisen—imperialism, World War I, World War II, and the drive for independence. Students see how history shapes current conflicts

and global issues as they trace issues of imperialism through the 20th century and up until today. Additionally, students learn about the development of geography as a result of conflict, nation creation, and imperialism.

U.S. History requires students to examine the major turning points in American history over at least the last 200 years. United States History will provide pupils with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, geographic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. They cover a series of thematic units: the Progressive Era, the Jazz Age, the Great Depression, World War I, World War II, the Cold War, Civil Rights Movement, the Vietnam Era, and contemporary American society.

U.S. Government is designed for seniors to provide an understanding of the functions of federal, state and local government. Major emphasis is placed on the US Constitution and its influence at all governmental levels and the rights and responsibilities of the American citizenship.

AP Government and Politics United States is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. This course should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Economics involves the study of economics in a changing American society. Problems of unemployment, inflation, automation, government spending, and international trade will be explored. Students will learn about capitalism, socialism and communism. The course will also cover poverty, monetary policy, amendments, fiscal policies and the balanced budget.

Academic English Language Development (core):

The Academic ELD course will provide English Learners (ELs) with a safe learning environment that builds language and reading skills along with content knowledge. The course implements the California English Language Development standards. This course is specifically designed to build and improve literacy skills. Students will be immersed into different literary genres which will increase their academic vocabulary. Students will not only learn academic and language skills, but they will become culturally competent/responsive, skillful scholars, effective communicators, and competitive in a Global Community.

Students identified needing an ELD course are placed in high school ELD class. The ELD classes are additional classes given to students identified as students in need of targeted English support.

Various SDAIE strategies and differentiated instruction are incorporated throughout the student's other classes to facilitate access to core.

Visual/Performing Arts (core):

Using the state standards and framework as a base along with Studio Habits of the Mind, courses in the arts ground students in the rigor, detail, and focus of art in various forms, such as visual art, dance, music, or drama. Students are also encouraged to explore their own creative processes in individual fields.

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. Aspire Pacific Academy offers on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.

The goal of visual and performing arts instruction is to recognize the relationship between the arts and society and the connection to global world culture. Students in art classes have the ability and opportunity to demonstrate their own creativity utilizing any course specific medium. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. Courses offered to meet the VAPA standards are: Art 1, Art 2, and Advanced Placement Studio Art: 2D Design

Curriculum:

Art 1: Art 1 course is designed to provide students with the opportunity to participate in all aspects of the artistic process, including creation, presentation, production, performance, response, critique, and connections of their own work to the work of others. Throughout the course students will learn specific artistic techniques that reflect different historical and cultural styles. They will be exposed to a variety of artists, art forms, and genres that will help them gain an appreciation for art and teach them the academic art language to describe, critique, and respond to different art pieces. Along the course students will have the opportunity to produce their own artwork that shows individual creativity and growth.

Art 2: Art 2 course is designed to expand on the techniques and knowledge gained within the Art 1 course. This course provides students with the opportunity to develop their own capabilities and specific interests in each of the major areas. Students are pushed further by requiring in-depth written assignments that demonstrate their knowledge across the component strands covered, components such as: drawing, painting, art history, graphics, fibers, jewelry, sculpture, and ceramics (hand-building and wheel thrown form). In Art 2, students projects are advanced in

refined techniques, design, and higher quality. All of their work is kept in a portfolio of best drawings, paintings and creative ideas. Additionally, Art 2 student evaluations include critical self-analysis through their portfolio development, solo exhibitions of their original work and post-exhibitions in the classroom or public presentation about their exhibition experience.

AP 2D Art and Design: The AP 2D Art and Design course is designed to develop the skills in a two-dimensional medium such as graphic design, photography, collage, printmaking among other 2D design principles. The framework of this course is composed of course skills, big ideas, essential knowledge and enduring understandings, guided through the course's learning objectives, and essential questions. Throughout the course students engage in learning cycles that follow the 3 big ideas of AP 2-D Art and Design: (1) investigate materials, processes, and ideas; (2) make art and design; (3) present art and design. All of the students' work is used to build their art portfolios in which they provide evidence of the skills they have learned in the course. Skills such as: investigating the materials, processes, and ideas that artists and designers use; interpreting work of art and design; practicing, experimenting, and revising their work as they create it; and last, communicating their ideas and work of art and design through a formal presentation of their portfolio.

World/Heritage Language (core):

The goal of the World Languages is to create citizens of the world. Students use languages to communicate effectively and appropriately in listening, speaking, reading and writing; to understand the cultures of the people who use the target language; to understand the value of the target language in our own society. Languages offered include: Spanish 1, Spanish 2, Spanish 3, Spanish for Native Speakers (1 and 2), and AP Spanish Language and Culture.

Curriculum:

Spanish 1: Spanish I is an introductory course for students learning a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is one development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

Spanish 2: Students in Spanish II will be able to understand routine speech and conversations, main ideas and facts from narratives, participate in communication tasks, write letters and essays, and perceive cultural differences of different Spanish speaking countries. The focus will be in three areas: communication, grammar, and culture.

Spanish 3: Students in Spanish III participate at an in-depth level in the Spanish language by forming more complex sentences and sustaining lengthy conversations with well-learned sentence structure, vocabulary, and grammar, including a variety of verb tenses. Listening, speaking, reading, and writing skills are developed beyond basic survival needs and include individual creative endeavors as well as an introduction to Spanish literature. New material is

presented using a variety of methods – visuals, gestures, and dramatizations. Students engage in focus and cooperative activities and paired practice to reinforce learning.

Spanish for Native Speakers (1 and 2): Spanish for Native Speakers is designed for students who already speak, read, and write fairly well in Spanish, but still need help with spelling (including accent marks), vocabulary and writing for specific purposes. Students will be exposed to important historical and cultural figures as well as important celebration. They will practice their speaking, reading, writing, and listening skills. This class is held entirely in Spanish.

- **Advanced Placement Spanish Language and Culture:** AP Spanish Language and Culture is the equivalent of a third-year college-level language course. It prepares students to continue studies of advanced Spanish language composition and conversation as well as introductory courses on Latin America and Peninsular literature and culture. As students develop their language skills, they learn subject matter that relates to different disciplines in their high school curriculum, ranging from art and literature to politics and environmental studies in the target cultures.

Electives (non-core):

Courses on this list can only be used as a “G” elective. Even though it may look like a course from another discipline, if it is on this list, it is because it was approved for the elective category only and **NOT** for the A-F discipline.

Chicana/o Studies: This course explores Chicana/o experiences from pre-Columbian civilizations to the present. Using an interdisciplinary approach, the course explores intersections of race, class, gender, sexuality, legal status and more as it relates to systems of oppression, power and privilege. Drawing from their own experiences and that of their community, students will examine history and society through dominant and counter-narratives. The primary focus of the course is to empower students to become politically, socially and economically conscious about their place in local, national, and international history. Thus, social justice, social responsibility and social change will be of primary concern to this course through writing, presentation, research and social action among others.

Composition: This course is frequently taught as a companion course to English courses. This course is designed to give students additional practice in writing, largely in the form of expository writing. Literary analysis and creative writing are reserved for the English literature courses.

Computer Science: Computer Science teaches the fundamentals of computer programming as well as some advanced features of the Python language and JavaScript language. Students will develop knowledge on Data Structures, Conditionals, Loops, Algorithms, Functions, APIs, Event-Driven Programming, Controlling Memory and Arrays building, small applications, and console-based games.

HS Physical Education Elective: Students will participate in a variety of team sports and fitness activities such as circuit training, weight lifting, and CrossFit style workouts. The class will have a continued focus on developing basic skills and fitness levels as an extension of the core requirements. Additionally, the class will allow students to learn how to engage in an organized game setting.

Advisory (non-core):

Advisory encapsulates courses that fit the traditional “advisory” role as well as other courses (i.e., AVID, BUILD, Senior Mentor, etc.) that also emphasize belonging, community, social/emotional learning, building habits of success, mentorship and leadership, college readiness, etc.

Advisory: In this course, an assigned advisor works on academic preparation and planning, social and emotional development, and college and career advising. The purpose of Advisory is to help personalize instruction as well as to build meaningful relationships, focus on academic improvement, and to help students prepare for college.

Senior Mentorship and Leadership: This class works with seniors on developing leadership skills and on mentoring their younger peers.

The College Experience at Aspire Pacific Academy (APA)

In addition to completing University of California - A-G subject requirements, all Aspire Pacific Academy students will enroll in college preparatory courses at Aspire Pacific Academy, starting in 9th grade. These courses are approved through the University of California. Students will also have opportunities to participate in the Advanced Placement program at Aspire Pacific Academy, authorized by the College Board. Upon successful completion of these courses, with a passing grade, students will receive credits towards their High School graduation requirements.

The Advanced Placement Program:

At Aspire APA, students are offered Advanced Placement classes, authorized by College Board. The goals of the AP Program at APA are to provide students the opportunity to experience the rigor of college courses, earn college credits and save money in tuition, engage in in-depth study and enrichment, earn placement in college-level course without remediation, build college skills, and add to their college resumes. AP Courses at APA closely follow College Board-approved syllabi, using college-level textbooks, taught by educators that demonstrate awareness and inclusion of the curricular requirements in their specific course.

Advanced Placement Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. AP courses at APA have been audited and authorized by the College Board.

Interventions and Enrichment

Aspire Pacific Academy's instructional program is designed with the understanding that not all students learn at the same pace in the same way; therefore, all available data drives the teacher's response to the individual student's learning needs. The Response to Intervention Program (RTI) is used at APA, in order to provide early, systematic, and appropriately intensive assistance to students who are at-risk for or are already underperforming as compared to 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 instruction in order to understand each student's strengths and weaknesses. This could mean individual assistance, small group review, and re-teaching concepts based on identifying misconceptions. Teachers are hyper-focused on collecting student data, analyzing outcomes, and informing teacher practice as they move forward in revamping lessons, scaffolding concepts for deeper understanding, and providing individualized interventions for students who struggle the most.
- **Tier 2** adds supplemental interventions that can happen in or outside of the regular classroom. APA engaged in Cycles of Inquiry, which occur every 4 to six weeks. This process includes data analysis of student work, focused on analyzing student gaps in learning from formative assessments. Teachers develop a plan of action to re-teach and re-assess students for mastery of content and state-standards at the appropriate grade-level rigor. . Targeting instructional needs like this may often happen with the assistance of a specialized teacher or instructional assistant. Supplemental intervention also includes weekly tutoring sessions that is available to all students for every class they are enrolled in.
- **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 and are failing 2 or more core subject areas. Once identified, teachers notify the SST Team and provide them with all the interventions that were previously used to increase understanding and skill attainment but proved unsuccessful. The SST Team collaborates and formalizes a plan that is managed by a Case Manager for 4-6 weeks.

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

Intervention and Enrichment Programs will include a Multi-Tiered System of Support (MTSS) program to support student learning and mastery of grade level standards (i.e., RTI, SST, SEBL, etc.). MTSS is an evidence-based model that uses data-based problem-solving to integrate

academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. Students who are struggling to achieve mastery will receive targeted assistance from instructional and support staff and will be provided with multiple opportunities to improve their performance and master content. Enrichments may include art courses, required P.E. for all students, world languages and electives in core subjects. APA also offers a comprehensive after-school program including a variety of enrichments such as sports, yearbook, dance, robotics club and music.

Early College High School Model

Aspire secondary schools follow the Early College High School model, which is recognized by the California Department of Education as an important option for removing major barriers for “young people who are underrepresented in postsecondary education.” The California Department of Education partners with the Chancellor's Office for the California Community Colleges to support the Early College High School (ECHS) Initiative of the Foundation for California Community Colleges.

As an Early College High School, Aspire aims to blend high school and college into a coherent educational program, making it possible for all students to earn college credits at the same time they are earning a high school diploma (within four to five years of entering ninth grade). (AB 967 and California Education Code 48800 – 48802 provides for high school students to concurrently enroll in high school and college courses.) College classes may be provided online, on The Charter School’s campus, or on a local college campus. The courses may be taught by a college instructor or an employee of The Charter School who has been qualified by a local college.

Assessment

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code including, but not limited to, Smarter Balanced Assessment Consortium assessment, ELPAC and Physical Fitness Test;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. STAR Renaissance Reading Assessment, Fountas and Pinnell reading benchmarks and running records)
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. Project Rubrics, Performance Tasks);

- Day-to-day formative assessments related to specific content or skills
- Qualitative observations of the process of learning (teachers' anecdotal notes, reflection logs, internship mentor reports); and

Examination of final grade level projects, called Exhibitions, are designed by content-specific teachers to reflect a deep exploration of a key grade-level standards which includes independent research, preparation of a presentation and delivery of that presentation to an audience of APA staff and students

Instructional Methods

Aspire Public Schools has developed Aspire Instructional Methods (AIMs) to deliver curriculum and instruction. Below are a menu of specific strategies and methods used during the course of a school year.

Strand	Instructional Method	Instructional Practice
Reading	Building Content Knowledge (Through Text)	Cooperative Content Building (Snowball)
		Cornell Notes
		Jigsaw
		Gallery Walk
		Picture Clues
	Building Content Knowledge (Through Lecture)	Cornell Notes
		CLOZE Notes
		Charting
		Extension-Notes Make-Over
		Extension-Synthesizing
	Building Content Knowledge (Through Multimedia)	Infer This!
		Watch, Stop, and Share
		Pondering Political Cartoons
	Academic Vocabulary	Historical Hunt
		6 Degrees
		Kate Kinsella (MS)
		Marzano or Lemov
		Vocabulary CODE
	Close Reading	Text-Dependent Questioning
		Close Reading with a Lens
	"Active" Reading	Dialectical Journal
		CATCH Annotation
		Structured Journaling
		SQPRS
Writing	Evidence-Based Writing	Odell's EBCs
		Structured Academic Controversy

Strand	Instructional Method	Instructional Practice
		Schaffer Chunk & Paragraph
		Document-Based Question (DBQ)
	On-Demand Writing	Do Now/Admit Ticket
		Quick Write/Exit Ticket
		Constructed Response
		Performance Task
	Mentor Text Analysis	Backwards Mapping
		Deep Analysis of Mentor Texts
Strand	Instructional Method	Instructional Practice
H/SS Analysis Skill	Geography	Map Scavenger Hunt
		Geography Practice
		Map Matching
		Map It
	Retention	Cliffhanger/Case Method
		Mind Maps
		Peer Coaching
		Cubing
		Map It!
Strand	Instructional Method	Instructional Practice
Speaking & Listening	Text-Dependent Discourse	Shared Inquiry
		Socratic Seminar
		Cubing
	Problem Solving	Cliffhanger/Case Method
		Structured Controversy (Debate)
		Question Formulation Technique (QFT)
Strand	Instructional Method	Instructional Practice
Planning	Lesson Planning	5E/7E Constructivist Inquiry Model
		Gradual Release Model
		Workshop 2.0
	Unit Planning	Understanding By Design (UBD)

Notification of High School Graduation Requirements

Requirements for graduation shall be made available to students, parents/guardians and the public (Education Code Section 51225.3). The requirements will be included in all handbooks and will be available in the Charter School office.

High School Graduation Requirements: Prescribed Course of Study

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below. In some cases, such as UC validation, college

credits, etc., Aspire graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admissions and scholarships.

Subject	Credits Required	Comments
A. History/Social Sciences	20	1 year of World History and 1 year of US History
B. English	40	Emphasis in Literature & Composition.
C. Mathematics	30	Courses must be taken in grades 9-12 Recommended sequence: Integrated Math 1, Integrated Math 2, and Integrated Math 3. 4 years recommended.
D. Laboratory Science	20	In at least two areas: physical (physics, chemistry), environmental and biological/life sciences; biology/life sciences is required. 3 years recommended.
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language.
F. Visual & Performing Art	10	The 10 credits must be in the same UC a-g art discipline (music, dance, theatre, visual art, interdisciplinary art)
G. Electives	40	Courses can be additional credits in any of the UC a-f courses listed above, or in courses approved for the UC/g elective category.

Subject	Credits Required	Comments
US Government and Economics	10	1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC A-G approved courses.
Advisory	20	Students must enroll in and pass advisory every semester, every year. Credits taken beyond the required credits will count for electives. Advisory credit can be earned by the course titled Senior Mentorship as well.
Total	210	All students must earn a D or better for credit. Credit is earned for grades of D- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 210 credit requirement.

High School Graduation Requirements: Additional Requirements

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above must also complete the following:

Requirement	Comments
Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).

Requirement	Comments
College Credits	Students must take at least 3 college courses, for a total of at least 9 college Units, which translates to at least 30 high school credits with a passing grade of D- or better..
College Entrance Exams	Students must apply for and take the prescribed college-board entrance examinations.
College Applications	Students who are UC- or CSU-eligible must apply to three 4-year colleges. Students who are not UC- or CSU-eligible must apply to one 4-year college to learn the application process..
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application.
Grade Point Average	Students must maintain a cumulative weighted grade-point average of 2.0 or higher.

Additional High School Graduation Guidelines

- Students must be enrolled in a minimum of 240 instructional minutes per school day. The exception to this rule is that a day of attendance is 180 minutes for pupils in grades 11 and 12 who are also enrolled in part time community college or university classes at any UC, CSU and CCC institution. (Education Code Sections 46144, 46146, 46146.5)
- The total number of credits that a student may earn for “teacher assistance” or other forms of in-school or out-of-school work experience shall not exceed 10 credits total.

Waiver of High School Graduation Requirements

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more requirements in order to accomplish specific academic goals not possible within the required program.

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student's ability, including: limited course offerings, late transfer into an Aspire school, accommodations or modifications associated with IEPs or 504s, etc.

Secondary graduation requirements for students in special education come directly from the students' IEPs. They may or may not be equivalent to the secondary graduation requirements for students in the general education program. Students in special education do not need to request a graduation requirement waiver as long as they are meeting what is written into their IEPs. For students in the general educational program including those with 504 Plans, some of the secondary graduation requirements may still not apply. For these students, the graduation requirement waiver request process was created.

In brief, waiver requests can be processed anytime, for a student in any grade level. The most common scenario, though, is that waivers are requested during junior and senior year as part of a graduation plan, by the academic/college counselors. We put out an "all call" for waiver requests once per semester, so that we can batch requests for the approvers. The first approver is the principal (who signs the form), and then the area superintendent and the CAO.

Waivers for Advisory for terms when the student was not in attendance at an Aspire school are automatic.

Note that waivers will not apply to A-G or state-mandated requirements. Waivers can apply to additional Aspire graduation requirements, such as Advisory, College Courses, GPA, and Exhibitions. Therefore, the baseline of California State Requirements is still met with this waiver.

Approval of requests to waive graduation requirements is determined by the CAO.

Diploma Pathways for Students with Disabilities

The IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of Aspire graduation requirements, and California state requirements.

Procedure: Federal Special Education law (IDEA) states that Individual Transition Plan development must begin for students no later than age 15. In accordance with LAUSD policy, Transition Plans must begin for students by the age of 14. Aspire IEP teams will include discussion, decisions and documentation in Individual Transition plans that describe the student's requirements to obtain a diploma starting in 9th grade, and at every IEP meeting, at least annually. The requirements will be reviewed and updated as needed each year which will include a review of the student's graduation progress, their individual needs and area of impact of their disability. The team *may* consider whether it is appropriate and necessary to eliminate/alter an Aspire graduation requirement *if it is an area that is directly impacted by the student's disability*. California state requirements for obtaining a diploma cannot be eliminated. Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements is used with high discretion.

College and Career Readiness

In addition to providing support for students to develop a college-going identity, APA also utilizes a myriad of tools for providing support to students who may fail to meet academic milestones while in high school. APA proactively seeks to reduce failure in high school through a robust middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school.

In order to meet the California Department of Education's (CDE) College and Career Indicators, High school academic counselors work to track all students using the Post-Secondary Success Plan and the Graduation Checklist that stipulates students must obtain the following:

- Successful completion of A-G requirements
- Have a GPA of 2.0 or higher (supports application to UC grants and scholarships)
- Have a Post-Secondary Success Plan
- Submit FAFSA or Dream Act
- Take 3 college courses
- Earn 210 credits

Counselors also identify students who are falling behind in coursework and then leverages support systems such as Study Hall and Advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options, are several and include: re-taking the course at APA, taking the class on-line or from an external provider, in summer school and, on occasion, college replacement courses.

Very few students transfer to Aspire Public Schools after the conclusion of their 10th grade year. Families who wish to transfer meet with the academic counselor to determine the student's course requirements and to identify a trajectory for graduation.

WASC

Aspire Pacific Academy received their mid-cycle visit in 2018 and the WASC visiting committee reaffirmed their accreditation. The 6 year accreditation cycle will expire in 2021 where Aspire Pacific will prepare for a self-study report and visit to renew the accreditation status of Aspire Pacific Academy.

Aspire Pacific Academy continuously meets with school staff, students, and parent stakeholders to monitor progress toward their Student Learner Outcomes that are aligned to their Local Control Accountability Plan (LCAP).

In order to maintain WASC accreditation, APA will continue to implement the WASC action plan and seek to improve on the seven goals from the initial visit:

- Improve school achievement in all subject areas
- Increase funding to provide additional enriching experiences for students, including college visits and field trips.
- Provide additional supports for teachers to retain highly qualified teachers
- Establish successful program for college admissions and continued support for college.
- Develop an Advanced Placement program so that students have more options to round out their secondary educational experience.
- The school should consider clarifying the expected school-wide learning results in relation to the current RISE values.
- The school should consider the level of measurability of indicators associated with the expected school-wide learning results and how they are integrated throughout the core curriculum program.

There is currently alignment of these seven goals with our LCAP, our MPO's for our petition, the Aspire-Wide Secondary Handbook, and Aspire's Post-Secondary Success Handbook.

Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements

Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

The Charter School is accredited by the Western Association of Schools and Colleges ("WASC") and to ensure that every student has the opportunity to graduate with University of California/California State University (UC/CSU) approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admissions committees of the UC/CSU system.

Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.

Parents/guardians will be informed about the transferability of the Charter School courses to other public high schools and the eligibility of courses to meet college entrance requirements in annually-distributed Student/Parent Handbooks. The Handbook is in both English and Spanish and available to all families. Additionally, knowing that not all our families are reading literate, Aspire Pacific Academy, offers workshops, orientations, and Principal/Family Chats at the beginning of the year by administration and throughout the year by college and academic counselors in both English and Spanish to inform families of our instructional program, post-secondary success program, and our graduation requirements.



**Aspire Pacific Academy
2020-2021
School Calendar**

*Our calendar is subject to change.

July 2020						
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

August 2020						
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

11: First Day of School

September 2020						
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

14: Regional PD/ No School

October 2020						
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

5-9: Fall Break
No School
10-23: SLC
12: Regional PD/ No School

November 2020						
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

9: Veterans Day
23-27: Thanksgiving Break
No School

December 2020						
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

21 -31: Winter Break
No School

January 2021						
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

1-8: Winter Break
11: Regional PD/ No School

18: MLK Day

18: Instructional Days

February 2021						
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

15: Presidents Day
No School
8: Regional PD/ No School

March 2021						
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

13: PD Day- No School

29-31: SLC

April 2021						
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

1-2: SLC
5-9: Spring Break- No School
12: PD Day- No School

May 2021						
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

24: Memorial Day- No School

June 2021						
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

16: Last Day of School

No School
Minimum Days due to SLC
Minimum Days

ASPIRE Pacific ACADEMY

Bell Schedule 2020-2021

MONDAY/TUESDAY (All Periods)		MONDAY/TUESDAY (All Periods)		WEDNESDAY/THURSDAY (Block)		WEDNESDAY/THURSDAY (Block)	
Middle School		High School		Middle School (Wed= Odd Periods; Th= Even Periods)		High School (Wed= Odd Periods; Th= Even Periods)	
Advisory	8:04-8:41	Advisory	8:04-8:41	Advisory	8:04-8:41	Advisory	8:04-8:41
Period 1	8:45-9:40	Period 1	8:45-9:40	Period 1/2	8:45-10:39	Period 1/2	8:45-10:39
Period 2	9:44-10:39	Period 2	9:44-10:39	Period 3/4 Part 1	10:42-11:39	Period 3/4	10:43-12:37
Period 3	10:43-11:38	Period 3	10:43-11:38	Lunch	11:39-12:09	Lunch	12:35-1:07
Period 4	11:42-12:37	Lunch	11:38-12:08	Period 3/4 Part 2	12:13-1:08	Period 5/6	1:11-3:05
Lunch	12:37-1:07	Period 4	12:12-1:07	Period 5/6	1:12-3:05		
Period 5	1:11-2:06	Period 5	1:11-2:06				
Period 6	2:10-3:05	Period 6	2:10-3:05				

FRIDAY (Minimum Day)		Minimum Block Schedule		Minimum Pep Assembly Schedule		Town Hall Schedule	
		High School & Middle School		High School & Middle School		High School and Middle School	
Period 1	8:04-8:43	Period 1/2	8:04-9:24	Advisory	8:04-8:25	Advisory Town Hall	Advisory begins at 8:04
Period 2	8:47-9:25						6 th & 8 th - 8:10-8:33
Period 3	9:29-10:07						11 th - 8:38-8:58
Period 4	10:11-10:49						7 th & 12 th - 9:03-9:27
Period 5	10:53-11:31	Period 3/4	9:28-10:48	Period 1	8:29-8:59	Period 1	10:00-10:23
Period 6	11:35-12:13	Period 5/6	10:52-12:11	Period 2	9:03-9:33	Period 2	10:27-10:50
MS Lunch	12:13-12:42	MS Lunch	12:11-12:41	Period 3	9:37-10:07	Period 3	10:54-11:17
MS Advisory	12:46-1:15	HS Advisory	12:00-12:30	Period 4	10:11-10:41	Period 4	11:21-11:44
HS Advisory	12:17-12:46	MS Advisory	12:30-1:00	Period 5	10:45-11:15	Period 5	11:48-12:11
HS Lunch	12:46-1:15	HS Lunch	12:45-1:15	Assembly	11:25-12:10	MS Lunch	12:11-12:41
				MS Lunch	12:11-12:41	HS Period 6	12:15-12:45
				HS Period 6	12:15-12:45	MS Period 6	12:45-1:15
				MS Period 6	12:45-1:15	HS Lunch	12:45-1:15
				HS Lunch	12:45-1:15		

Daily Instructional Minutes (Monday - Thursday): 387 minutes
Minimum All Period Schedule Instructional Minutes (Fridays and last day of school): 282 minutes
Friday Special Schedule (Pep Assembly & Town Hall) Instructional Minutes: 281 minutes
Minimum Block Schedule Instructional Minutes (SLC Monday-Thursday): 281 minutes
 134 Full Days: 134 x 387= 51, 858
 31 Minimum Days (all periods): 31 x 282= 8,742
 7 Special Friday Schedule Days (Pep Assembly and Town Hall): 7 x 281= 1,967
 8 Minimum Block Schedule Days: 8 x 281= 2,248
 Total minutes: 64,815 minutes

Sample Daily Student Course Schedules

6 courses per semester: Monday/Tuesday (all periods); Wednesday (odd periods); Thursday (even periods); Friday/early dismissal/minimum day (all periods)

Middle School

Grade 6			
<i>Regular Day Schedule</i>			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:41 AM	Adv	Advisory	36
8:45 AM - 9:40 AM	Period 1	Math 6	55
9:44 AM - 10:39 AM	Period 2	ELD I	55
10:43 AM - 11:38 AM	Period 3	English A	55
11:42 AM - 12:37 PM	Period 4	History 6	55
12:37 PM - 1:07 PM		Lunch	0
1:11 PM - 2:06 PM	Period 5	Science 6	55
2:10 PM - 3:05 PM	Period 6	Physical Education	55

Grade 6			
<i>Minimum Day Schedule</i>			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:42 AM	Period 1	Math 6	37
8:46 AM - 9:23 AM	Period 2	ELD I	37
9:27 AM - 10:04 AM	Period 3	English A	37
10:08 AM - 10:45 AM	Period 4	History 6	37
10:49 AM - 11:26 AM	Period 5	Science 6	37
11:30 AM - 12:07 PM	Period 6	Physical Education	37
12:07 PM - 12:34 PM		Lunch	0
12:38 PM - 1:05 PM	Adv	Advisory	27

Grade 7			
<i>Regular Day Schedule</i>			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:41 AM	Adv	Advisory	36
8:45 AM - 9:40 AM	Period 1	English B	55

9:44 AM - 10:39 AM	Period 2	History 7	55
10:43 AM - 11:38 AM	Period 3	Math 7	55
11:42 AM - 12:37 PM	Period 4	ELD II	55
12:37 PM - 1:07 PM		Lunch	0
1:11 PM - 2:06 PM	Period 5	Computer Science 7	55
2:10 PM - 3:05 PM	Period 6	Science 7	55
Grade 7			
Minimum Day Schedule			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:42 AM	Period 1	English B	37
8:46 AM - 9:23 AM	Period 2	History 7	37
9:27 AM - 10:04 AM	Period 3	Math 7	37
10:08 AM - 10:45 AM	Period 4	ELD II	37
10:49 AM - 11:26 AM	Period 5	Computer Science 7	37
11:30 AM - 12:07 PM	Period 6	Science 7	37
12:07 PM - 12:34 PM		Lunch	0
12:38 PM - 1:05 PM	Adv	Advisory	27

Grade 8			
Regular Day Schedule			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:41 AM	Adv	Advisory	36
8:45 AM - 9:40 AM	Period 1	Science 8	55
9:44 AM - 10:39 AM	Period 2	English C	55
10:43 AM - 11:38 AM	Period 3	Robotics I	55
11:42 AM - 12:37 PM	Period 4	ELD III	55
12:37 PM - 1:07 PM		Lunch	0
1:11 PM - 2:06 PM	Period 5	Math 8	55
2:10 PM - 3:05 PM	Period 6	History 8	55
Grade 8			
Minimum Day Schedule			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:42 AM	Period 1	Science 8	37

8:46 AM - 9:23 AM	Period 2	English C	37
9:27 AM - 10:04 AM	Period 3	Robotics I	37
10:08 AM - 10:45 AM	Period 4	ELD III	37
10:49 AM - 11:26 AM	Period 5	Math 8	37
11:30 AM - 12:07 PM	Period 6	History 8	37
12:07 PM - 12:34 PM		Lunch	0
12:38 PM - 1:05 PM	Adv	Advisory	27

High School

Grade 9			
<i>Regular Day Schedule</i>			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:41 AM	Adv	Advisory	36
8:45 AM - 9:40 AM	Period 1	English 1	55
9:44 AM - 10:39 AM	Period 2	Physical Education	55
10:43 AM - 11:38 AM	Period 3	Chicano Studies	55
11:38 AM - 12:08 PM		Lunch	0
12:12 PM - 1:07 PM	Period 4	Physics	55
1:11 PM - 2:06 PM	Period 5	Academic ELD I	55
2:10 PM - 3:05 PM	Period 6	Integrated Math I	55

Grade 9			
<i>Minimum Day Schedule</i>			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:42 AM	Period 1	English 1	37
8:46 AM - 9:23 AM	Period 2	Physical Education	37
9:27 AM - 10:04 AM	Period 3	Chicano Studies	37
10:08 AM - 10:45 AM	Period 4	Physics	37
10:49 AM - 11:26 AM	Period 5	Academic ELD I	37
11:30 AM - 12:07 PM	Period 6	Integrated Math I	37
12:11 PM - 12:38 PM	Adv	Advisory	27
12:38 PM - 1:05 PM		Lunch	0

Grade 10			
<i>Regular Day Schedule</i>			

Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:41 AM	Adv	Advisory	36
8:45 AM - 9:40 AM	Period 1	Academic ELD II	55
9:44 AM - 10:39 AM	Period 2	Integrated Math II	55
10:43 AM - 11:38 AM	Period 3	World History	55
11:38 AM - 12:08 PM		Lunch	0
12:12 PM - 1:07 PM	Period 4	English 2	55
1:11 PM - 2:06 PM	Period 5	Chemistry	55
2:10 PM - 3:05 PM	Period 6	Spanish I	55

Grade 10			
<i>Minimum Day Schedule</i>			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:42 AM	Period 1	Academic ELD II	37
8:46 AM - 9:23 AM	Period 2	Integrated Math II	37
9:27 AM - 10:04 AM	Period 3	World History	37
10:08 AM - 10:45 AM	Period 4	English 2	37
10:49 AM - 11:26 AM	Period 5	Chemistry	37
11:30 AM - 12:07 PM	Period 6	Spanish I	37
12:11 PM - 12:38 PM	Adv	Advisory	27
12:38 PM - 1:05 PM		Lunch	0

Grade 11			
<i>Regular Day Schedule</i>			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:41 AM	Adv	Advisory	36
8:45 AM - 9:40 AM	Period 1	United States History	55
9:44 AM - 10:39 AM	Period 2	Integrated Math III	55
10:43 AM - 11:38 AM	Period 3	Academic ELD III	55
11:38 AM - 12:08 PM		Lunch	0
12:12 PM - 1:07 PM	Period 4	Biology	55
1:11 PM - 2:06 PM	Period 5	Spanish II	55
2:10 PM - 3:05 PM	Period 6	English 3	55

Grade 11			
Minimum Day Schedule			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:42 AM	Period 1	United States History	37
8:46 AM - 9:23 AM	Period 2	Integrated Math III	37
9:27 AM - 10:04 AM	Period 3	Academic ELD III	37
10:08 AM - 10:45 AM	Period 4	Biology	37
10:49 AM - 11:26 AM	Period 5	Spanish II	37
11:30 AM - 12:07 PM	Period 6	English 3	37
12:11 PM - 12:38 PM	Adv	Advisory	27
12:38 PM - 1:05 PM		Lunch	0

Grade 12			
Regular Day Schedule			
Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:41 AM	Adv	Advisory	36
8:45 AM - 9:40 AM	Period 1	English 4	55
9:44 AM - 10:39 AM	Period 2	AP Spanish Language and Culture	55
10:43 AM - 11:38 AM	Period 3	Art I	55
11:38 AM - 12:08 PM		Lunch	0
12:12 PM - 1:07 PM	Period 4	Probability and Statistics	55
1:11 PM - 2:06 PM	Period 5	Academic ELD IV	55
2:10 PM - 3:05 PM	Period 6	American Government	55
Grade 12			
Minimum Day Schedule			

Time	Period	Course Title	Instructional Minutes
8:05 AM - 8:42 AM	Period 1	English 4	37
8:46 AM - 9:23 AM	Period 2	AP Spanish Language and Culture	37
9:27 AM - 10:04 AM	Period 3	Art I	37
10:08 AM - 10:45 AM	Period 4	Probability and Statistics	37
10:49 AM - 11:26 AM	Period 5	Academic ELD IV	37
11:30 AM - 12:07 PM	Period 6	American Government	37
12:11 PM - 12:38 PM	Adv	Advisory	27
12:38 PM - 1:05 PM		Lunch	0

Instructional Days and 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/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	134	387	7	281	31	282	8	281	180	54000	64815	10815
7	Yes	134	387	7	281	31	282	8	281	180	54000	64815	10815
8	Yes	134	387	7	281	31	282	8	281	180	54000	64815	10815
9	Yes	134	387	7	281	31	282	8	281	180	64800	64815	15
10	Yes	134	387	7	281	31	282	8	281	180	64800	64815	15
11	Yes	134	387	7	281	31	282	8	281	180	64800	64815	15
12	Yes	134	387	7	281	31	282	8	281	180	64800	64815	15

Professional Development

Effective Teachers

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core and college prep teachers will meet the requirements of Education Code Section 47605(l); core and college prep teachers and paraprofessionals will

meet applicable Every Student Succeeds Act requirements. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, The Charter School will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Pacific will recruit credentialed teachers who are qualified to deliver the educational program through local recruitment fairs at universities and online platforms such as Edjoin. Aspire also has a teacher residency program that will be used to recruit teachers completing the program.

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

In addition, Aspire conducts formal and informal observations of instructional practice. Teachers receive frequent observations from a trained observer throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework ("ASLF"). Originally based on The New Teacher Project's ("TNTP") Core Teaching Rubric, the ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms. Each domain includes a separate list of instructional strategies, known as Core Teacher Skills, that teachers may utilize to improve student performance in the given area of focus.

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

Aspire Resident Teacher Program (Pre-Service):

The Aspire Residency Program is in partnership with Alder Graduate School of Education. The program is based on a residency model that combines immersive hands-on practice in the classroom with educational theory and research in both seminars and through online coursework. Each teacher resident works alongside a highly effective Aspire mentor teacher and the program overview includes:

1. Residents spend four days a week in the classroom participating in hands-on teaching for the duration of a school year.

2. One day a week is spent with a regional cohort in seminars that bridge educational theory and research with the direct experience taking place in the classroom.
3. Additional discussion and reflection on theory and research take place via in-person course intensives and online coursework. More information is available in the Alder Scope and Sequence.
4. Residents receive a Master's Degree and a California Teaching Credential.
5. Residents receive a Master of Arts with a concentration in Teaching or Special Education, and a Teaching Credential, both awarded by the University of the Pacific (in partnership with Alder Graduate School of Education).

Available Credentials Include:

1. Multiple Subject (K–8)
2. Single Subject (6–12): English, Math, Science, or Social Studies
3. Special Education – Mild/Moderate
4. World Languages (e.g.: Spanish)

Aspire Beginning Teacher Induction Program:

Research has demonstrated that induction programs create positive outcomes in terms of retaining teachers and producing higher rates of student academic success. Providing a robust beginning teacher support program can positively affect the longevity of staff and the extent to which teachers are effective in the classroom. In order to accomplish our goals, teachers must be equipped with the knowledge and tools required to effectively engage a diverse population of learners. Because of this, Aspire has established a California Commission on Teacher Credentialing approved Beginning Teacher Support and Assessment Program.

The Aspire Teacher Induction Program is designed to offer support for beginning teachers who have finished a credentialing program and who currently hold a preliminary Multiple Subjects Credential or Preliminary Single Subject Credential which authorizes Induction. As outlined in SB2042, Induction is the main pathway to a Clear Credential for California-trained teachers.

Created by SB1422 in 1992, California's Induction Programs were established based on research gathered from the California New Teacher Project. This research identified the need to provide participating teachers with focused induction support that would be at a sufficient level of intensity to make a difference in the performance, retention, and satisfaction of the participating teachers.

The Aspire Teacher Induction Program provides a two-year program to support new teachers. This program consists of a reflective assessment and support process intended to help teachers in their initial years as a professional educator. Induction is designed to recognize the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom. The Aspire

program supports the demonstration and application of the California Standards for the Teaching Profession through its various components: collegial mentoring from an assigned support provider, ongoing staff development, curricular materials and training, and administrative assistance.

The vision of the program is to develop resilient educators who reflect daily on how to achieve equitable outcomes for all students, and have the tools and support to improve their practice. The vision statement is rooted in high quality support for the participating teacher. The California County Superintendents Educational Services Association (CCSESA) in their work, Best Practice in Teacher and Administrator Induction programs, highlight three essential components of an effective program: 1) frequent mentor and participating teacher contact, and 2) the skill set of the mentor, and 3) on-going professional development for mentors.

The vision of the Induction Program aims to maximize high quality interactions between mentor and participating teacher through a cycle of goal setting, observations, feedback, authentic learning experiences, and individualized professional development. Through this process each participating teacher focuses on California Standards for the Teaching Profession (CSTPs) that are relevant to their professional goals and level of proficiency.

The skill set of the mentor is also of equal importance to the amount of contact between mentor and participating teacher. There are six attributes of an effective mentor: 1) character, 2) competence, 3) experience, 4) communication skills, 5) interpersonal skills, and 6) an understanding of the setting and context in which the participating teacher works. The mentor selection process takes into account these six attributes, and selects the most highly qualified professionals. This ensures the mentor does not only possess the technical requirements, but the social-emotional competencies required to effectively work with a diverse population. On-going and job imbedded professional development for mentors is also a cornerstone of an effective program. All Aspire mentors participate in organization-wide, and individual professional development.

From pre-service through beginning teacher support, Aspire focuses on providing professional development that is individualized, and specific to each educator's level of practice. In this way, we aim to retain more highly qualified teachers from year to year, while increasing student achievement and success.

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

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

Aspire Pacific Academy 2020-2021 Professional Development Calendar		
Week	Date	Topic
Summer Retreat	7/30	PD: Staff Retreat Vision setting, community building, laying the foundation, Puma Pride
Summer Retreat	7/31	PD: Staff Retreat Mission setting, community building, value of relationships, knowing our “why”
Summer	8/3	PD: Cultural of Excellence (Part 1) Strong Start (routines, procedures, transitions, hallways, classroom environment), Dream Team introductions, behavior intervention
Summer	8/4	PD: Instructional Excellence (Part 1) Lesson internationalization, unpacking standards, effective objectives, criteria for success, exemplars Classroom Setup
Summer	8/5	PD: Operational Excellence Main office, compliance, policies and procedures, attendance taking, payroll Classroom Setup
Summer	8/6	PD: Instructional and Cultural Excellence (Part 2) APA Orientation Day

Aspire Pacific Academy 2020-2021 Professional Development Calendar		
Week	Date	Topic
Summer	8/7	PD: Effective classroom setup for student achievement and engagement and office hours with administrators
Summer	8/10	Lesson Planning /First Run Through/Logistics/Teach Backs

Week	Date	Topic
1	8/14	Lesson Internalization and Planning
2	8/21	PD: Classroom management essentials for strong start
3	8/28	Data Meeting and Planning
4	9/4	PD: Co-Teaching Strategies
5	9/11	Lesson Internalization and Planning
6	9/18	PD: Responding to Student Misbehaviors
7	9/25	Data Meeting and Planning
8	10/2	PD: Differentiation for Students with Disabilities and English Learners
9	10/9	Lesson Internalization and Planning

Week	Date	Topic
10	10/16	PD: Building Authentic Relationships with Students
11	10/23	Data Meeting and Planning
12	10/30	PD: Integrated ELD in the content areas
13	11/6	Lesson Internalization and Planning
14	11/13	PD: Restorative conferences with students
15	11/20	Data Meeting and Planning
16	11/27	PD: Aggressive Monitoring (Part 1)
17	12/4	Lesson Internalization and Planning
18	12/11	End of Semester Staff Meeting
19	1/8	PD: Resetting Routines and Procedures
20	1/15	Data Meeting and Planning
21	1/22	PD: Aggressive Monitoring (Part 2)
22	1/29	Lesson Internalization and Planning
23	2/5	PD: Increasing Ratio through Effective Teacher Questioning

Week	Date	Topic
24	2/12	Data Meeting and Planning
25	2/19	PD: Roleplaying difficult student scenarios
26	2/26	Lesson Internalization and Planning
27	3/5	PD: Increasing Scholar-to-Scholar Interaction through Habits of Discussion
28	3/12	Data Meeting and Planning
29	3/19	PD: Increasing Ratio through Writing
30	3/26	Lesson Internalization and Planning
31	4/2	PD: No Opt Out
32	4/9	Data Meeting and Planning
33	4/16	PD: Increasing student engagement through multiple intelligences
34	4/23	Lesson Internalization and Planning
35	4/30	PD: Effective re-teaching through modeling or guided discourse
36	5/7	Data Meeting and Planning

Week	Date	Topic
37	5/14	PD: Increasing student engagement through multiple intelligences
38	5/21	Lesson Internalization and Planning
39	5/28	PD: Planning for next year
40	6/4	Data Meeting and Planning

Meeting the Needs of All Students

Support for English Learners

Overview

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

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

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

The Charter School administers the English Language Proficiency Assessments for California (“ELPAC”). The Charter School’s program for English Learners is research-based, supported by

budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire's EL Master Plan can be found in Tab 8.

Identifying English Learners

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

ELPAC Testing

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

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

As soon as the ELPAC data is received from the state, the data is imported into Aspire's Data Portal. The teacher will use data points from the student's ELPAC results, ELD curriculum measures, ELD teacher observations, work samples, and teacher observations in order to write a comprehensive plan that draws upon second language acquisition expertise as well as knowledge around the student's challenges. The student will have an English Language Development goal developed based on their greatest area of need in ELD, as identified by teacher.

Reclassification Procedures

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

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

Reclassification (Exit) Criteria

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

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

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

Assessment of English Learners with Disabilities

Students with disabilities participate in the state assessments for English Language proficiency as determined by their IEP team. IEP teams consider whether a student requires accommodations to participate in the statewide assessment, and specify which accommodations the student needs. If the team determines the statewide assessment is not appropriate for the student based on their individual needs and disability, the student participates in an alternate assessment to assess their English language proficiency. IEP teams use the participation criteria for alternate

assessments provided by the California Department of Education to guide their decision making for participation in alternate assessments for individual students.

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

Reclassifying English Learners with Disabilities

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

<u>State Criteria</u>	<u>Aspire Policy</u>
Assessment of English Language Proficiency (ELPAC SA Test Results)	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability)</p>

<u>State Criteria</u>	<u>Aspire Policy</u>
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent agrees that the student should be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. Two levels below DRA/F&P independent grade level cut off. For 6-12 EOY DRA students can be, be 2 levels below 4. STAR Ren level at the average of an English Only student with a similar disability 5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff.(

For Students with Disabilities on Alternate Curriculum

<u>State Criteria</u>	<u>Aspire Policy</u>
Assessment of English Language Proficiency	<u>VCCALPS</u> assessment with a score of 49 or above

<u>State Criteria</u>	<u>Aspire Policy</u>
Teacher Evaluation	Education Specialist agrees the student should be reclassified based on evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing (i.e., OWLs, WJ or WIAT)</p>

Student Achievement Goals

- 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 6-8, and the State Standards Assessments. Each Aspire Public Schools' charter school's individual charter and LCAP provide specific growth targets.
- Reclassifying English Learners - All English Learners who meet established criteria are reclassified. There are established follow-up procedures to monitor and support reclassified fluent English proficient students as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The state required conditions for reclassifying are as follows:
 - Assessment of English Language Proficiency
 - Teacher Evaluation
 - Parent Opinion and Consultation
 - Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Strategies and Support

Support for English Learners varies as much as the individual student. 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 Charter School provides comprehensive support for English Learners through professional development and data to support teachers on these differentiated needs. By having a common understanding of students' needs and the goals for all students, the Charter School provides a needed consistent program no matter the adult working with a child.

The tenets of the program include these guiding principles²

1. The priority for instruction is language learning and exploration.
2. Using our RtI program, students are grouped by proficiency level, as determined by multiple sources such as ELPAC results, formative and summative assessments, and curriculum based measures (e.g. Star Ren, DRA, SBAC) along with oral language samples.
3. Language tasks are relevant to students and applicable to the real world.

Designated English Development **Integrated English Language Development**

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

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs GLAD strategies: Cognitive Content Dictionary and Process Grid
- Glad Strategy: Expert Groups
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

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

For designated ELD, the students will receive an ELD class. In middle school, the sequence will be 1, 2 and 3. In high school, it will be Academic ELD 1-4. The services will be provided by the ELD teacher during the regular student's day for a minimum of 30 minutes a day.

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

Progress Monitoring

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

The process for monitoring progress and effectiveness of supports of LTEL and students at risk of becoming LTEL's is through multiple measures. These measures may include teacher formative assessments, such as short writing responses, exit tickets, progress reports, report card grades, SBAC Interim, SBAC Summative, Star Ren. reading test and ELPAC Summative scores.

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,ELPAC, Star Ren, DRA, and other criteria that affect the outcome of students.

Monitoring and Evaluation of Program Effectiveness

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

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

Monitoring of Professional Development and Implementation of English Language Development strategies

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

- 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.
- All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
- Each school has devoted time for professional development. That time is devoted to strategies for teaching English Learners.
- New teachers receive ongoing coaching in teaching English Learners.

GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

The Charter School offers a Gifted and Talented Education (GATE) program to those who are formally identified by LAUSD or any other district/district approved entity as accelerated learners, i.e. students who have qualified based upon 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.)

The GATE program goals are to meet the needs and maximize the potential of our GATE students, to help students achieve mastery on the CCSS, and also to provide these students with an interesting and challenging learning environment, given their learning ability and proven accelerated performance. Specifically, the Charter School aims to do the following:

1. To provide for differentiation of content, process, product, and learning environment commensurate with abilities and talents of GATE students in order to create life-long learners.
2. To foster creativity, talent development, and self-generating, problem-solving, critical thinking abilities to expand each student's awareness of choices for meaningful contributions to society.

To this end, the Charter School students who have been identified as GATE have varied individual and small group opportunities and curriculum modification to provide depth, complexity, and novelty so that they have differentiate curriculum, instruction, and extension activities. Students identified as Gifted are clustered into the same cohort, moving through classes together. These students will be monitored by a teacher who will have a GATE teacher certification. This teacher

will also be the on-site designee for parents to contact regarding GATE. Academic opportunities, both within and outside of the regular school day, are provided for students participating in the GATE program. Best practices for Gifted and Talented students will be used, including but not limited to the following:

- Challenge Opportunities and Open Ended Questions
- Problem/Project Based Learning
- Access to Appropriate Leveled Reading and Cognitively Demanding Reading and Writing Instruction
- Independent Study
- Technology Based Projects
- Alternate Assignments and/or Tiered Activities
- Enrichment Activities
- Leadership Opportunities
- Long Range in Depth Projects

Note: The above opportunities are also afforded to students who may not be identified as GATE but have recognized gifted potential. At any time, a parent, teacher or student can request an assessment for Gifted and the Charter School will contract with an LAUSD assessor as a fee-for-service option, and assess in three domains: intellectual, high achievement, and/or specific academic abilities. To support all gifted students in the Charter School, professional learning opportunities are provided for teachers, support personnel, and parents that supports the academic, social, and emotional needs of advanced learners. The Charter School sends at least two teachers and the Dean of Instruction (who oversees the program) to training each year to deepen understanding of strategies to support gifted learners.

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

The Regional Director of School Performance Management and Operations will oversee the GATE program at Pacific to ensure that all students formally identified.

Support for Academically High-Achieving Students

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

The Charter School identifies our highest achieving students through multiple measures. For students in grades 6 and above, SBAC scores are used as the first metric. Additionally, students'

Lexile level on the STAR REN are used as a metric, and finally, GPA is an additional factor for consideration. Similar to how struggling students are given differentiated work, small groups and adapted projects work and tasks are similarly adapted for the highest students as well. There are occasions where students will move up to a higher grade level for a subject or move up altogether but these instances are rare. College coursework for high school students is based on GPA and achievement scores. Student may be placed in zero, one or two college courses per semester based on their achievement. The highest achieving students are able to graduate from high school with their Associates Degree from an accredited college.

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

Students in grades 9-12 achieving above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities.

Students Achieving Below Grade Level

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

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

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

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

Aspire Pacific Academy strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students towards grade level and College Readiness outcomes. The RtI framework encourages an inclusive, flexible learning environment, encompassing and extending Aspire Public Schools’ data driven, student-focused approach to instruction. Aspire Pacific Academy 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. The instructional leadership team led by the Principal and Assistant Principal will be responsible to monitor the progress for students achieving below grade level. Aspire Pacific Academy monitors progress through a 4-6 week cycle of inquiry that educators engage in. Typically, the assessments used during the cycle of inquiry are mid-unit or end-of-unit assessments throughout the school year. Upon completion of cycle of inquiry, administration collects data for accountability and coaching measures.

Socio-Economically Disadvantaged / Low Income Students

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

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

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

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

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

Support for Students with Disabilities

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

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

Supports for Foster and Homeless Youth

Most of the Charter School's students are identified as socioeconomically disadvantaged and/or qualifying for free and reduced price meal using the enrollment application. Initial program identification is conducted during the student registration process. Parents or Guardians complete enrollment forms that include critical information to properly identify students and

provide the resources necessary. Every child has equal access to a free and appropriate public education as provided to all children and youth. The Charter School applies the same instructional program components, services, and supports to foster and homeless youth, as is described in the petition under EL, socioeconomically disadvantaged, and academically high or low achieving, and as appropriate for the particular student's situation. We monitor the progress of these students by analyzing student achievement data for this subgroup during each reporting period.

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

A TYPICAL DAY

At 7:45am, you arrive at your school and head towards University Hall to meet with friends and eat breakfast. As you enter, you are greeted with warm smiles by various campus staff, including aides, teachers, and administrators.

At 8:05 am, you head to Advisory for a moment to center yourself and begin the day using a Calm Classroom technique. This one minute of silent mindfulness allows me to ground myself to be able to be my best self, and be ready for learning. Our Advisor then starts with a focus on our individual goals related to College and Career Readiness, Social –Emotional Learning, or Sexual Health that is a part of the Advisory curriculum.

You head to English for Period 1. You are greeted by the teacher who is standing outside of the classroom door welcoming all of their students into class. The “Do Now” is on the white board, which is what all students have to do as they arrive to class and have something immediately to do that connects to the day's lesson. As we work, our teacher circulates the room, collects

homework, and takes attendance. Soon after, instruction begins where you are regularly asked to read complex text, justify your evidence in the text, and engage in academic discussions with other students.

It is time for your favorite subject– Integrated Math II. After reviewing the “Do Now” from the morning, the teacher puts a problem on the board. After attempting to solve the problem yourself, you engage with your small group to check your answer. When the group gets stuck on a problem, the teacher comes over and completes a similar problem on the white board to help with your understanding. The group then solves the problem and comes out with the same answer. Each group justifies its answer using mathematical logic and reasoning. Problem-solving, group thinking exercises, and discovery-based learning are essential aspects to the math lessons I engage in.

Now, I am off to Spanish 1. After some quick practice with the teacher on subject-verb agreement, you then work quickly through your independent practice. After you have checked your answers, you pull out your writing folder and start working on your research paper in Spanish. When you get stuck on how to organize your notes, you sign up for a one-to-one conference with the teacher to receive additional support.

At 12:15pm, you eat lunch with your friends or head off to Teacher-Led Clubs, one of the many activities and organizations offered to students.

Class resumes at 1:10 and we have an opportunity to try another Calm Classroom technique. I really enjoy this time to re-focus for the rest of the school day.

Chemistry class is always fun and engaging, since our instructor always starts lessons by showing us a scientific phenomenon. After we discuss what we think is happening, my teacher starts providing us context to what we observed, teaching us the primary scientific concept for the day’s lesson. We anchor our academic discussions in real-world experiences, making connections between what we learn in class and what we see in our outside, physical world. As we learn more about the scientific concepts, we continue to add to our understanding of the initial phenomenon, expanding our understanding of Chemistry.

At 3:00, you pack up your backpack and walk to After School Tutoring for some extra help. After eating a snack, you begin working with your tutor.

At 5:50, you head home to finish up any remaining homework, enjoy some family time and get a good night’s sleep to be prepared for the next school day.

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.

Measurable Goals of the Educational Program

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

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

Other Performance Targets

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

Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment

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

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

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

Thinking Skills: Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and

Life Skills: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.

Progress Monitoring

Throughout the year, APA analyze student work and assessment data to measure student outcomes.

Content Area	Assessment Type	Grade Level	How Often	Purpose of Assessment
ELA/Math	Formative Assessments (Unit and Module Assessments)	6-12	4-6 cycles (not done when there is a summative assessment scheduled)	Formative Assessments are grade-level and CCSS based that provide more frequent progress monitoring opportunities

Content Area	Assessment Type	Grade Level	How Often	Purpose of Assessment
Reading	STAR	6-12	3 times per year	STAR measures reading level so that we can monitor lexile toward our reading MPO goals
ELA/Math	Interim/ ICA	6-8, 11	2 times per year	While SBAC is summative, our interims and ICA assessments provide additional opportunities for SBAC-like practice and progress monitoring
ELA/Math/ Science	SBAC/CAST	6-8, 11	Semester 2	SBAC measures student proficiency for ELA/Math for grade-level Common Core Standards
Math	Performance Task	6-8, 11	Semester 2	Performance Tasks are open ended, rigorous, and CCSS based
English	ELPAC	6-12	Initial/Newcomers/Summative	ELPAC is mandated and measures English level proficiency for our English Learners
Multi/Composite	ACT	11, 12	2 times a year	ACT measures college readiness on a national metric
Multi/Composite	Practice ACT	10	2 times a year	Practice ACT is an ACT aligned assessment that provides additional data prior to students registering and completing the ACT
Interdisciplinary (Project Based)	Exhibition	9-12	Semester 2	Exhibitions are interdisciplinary and project based assessments

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

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

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

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card

Collecting, Analyzing, and Reporting Data

One of the core pillars of Aspire Public School's effectiveness is in data-driven decision making. The data analyzed throughout the year inform plans for next steps on a teacher, school, and regional level. Teachers are regularly adapting plans based on data and student work analysis. Additionally, at Aspire Public Schools, we engage in a process known as "Data Stepbacks." During Data Stepbacks, principals and regional leaders analyze comprehensive data sets that include student outcomes on assessments, school culture, family engagement, and operations. Through our family councils, data is often referenced and shared with families.

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

1. Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve the Charter School's education program;
2. The Principal and other administrators will receive data on the Charter School's student achievement, attendance, and discipline using the Charter School's Admin Data Portal and Principal Operational Dashboard;
3. Parents and guardians will receive data on student achievement when they meet with their child's teacher; and
4. The District will receive data on student achievement through Charter School reports and/or presentations.

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

Aspire Public Schools uses many in-house assessments which inform daily instruction. The Charter School utilizes various 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 the Charter School's teachers, parents or administrators begin a Student Study Team. From this meeting an action plan is created to support the student.

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

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

Reading Assessment

For students in grades 6-12, Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and State Standards mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.

Aspire Math Assessment

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

External Reporting

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

Grading, Progress Reporting, and Promotion/Retention

- Grading Policy:

Students earn grades based on established performance levels as described above. In pursuit of our College for Certain mission, students do not earn high school credits for any course in which they receive less than a D-. 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, the Area Superintendent, and the Chief Academic Officer. Once grade changes have been verified by the CAO, all verified grade changes must go through the CSO for final approval. All grade changes will be documented in the 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 school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

Grading

GRADE	4.0 POINT SCALE UNWEIGHTED	5.0 POINT SCALE WEIGHTED
A+	4.33	5.33
A	4.0	5.0
A-	3.67	4.67
B+	3.33	4.33
B	3.0	4.0
B-	2.67	3.67
C+	2.33	3.33
C	2.0	3.0
C-	1.67	2.67
D+	1.33	2.33
D	1.0	2.0
D-	.67	1.67
F	0	0

The grade of “I” (Incomplete) may only be given when extended illness or other unusual circumstances¹ warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an “F”.

Weighted Scaling

For the Aspire weighted 9-12 GPA, only for grades of D- or better, Aspire will grant the weighted scale for UC-approved honors courses, AP courses, IB courses, and college and community college academic courses that are not remedial in nature. For non-Aspire GPAs, weighting is determined by the organization calculating the GPA (UC, CSU, Cal Grant, etc.).

- **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: In accordance with SBE Section 60648, students who are on grade level in Mathematics and ELA, as determined using standards-based grading and Aspire grade/credit requirements, will automatically be recommended for promotion to the next grade level.

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

- Students who fail to acquire any credit in core subjects for all semesters

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

Procedures for Retention

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

1. A letter is sent to the parents or guardian informing them that their child is at risk of retention.
2. Teacher evaluation and data is provided to and discussed with the student's parents or guardian and the principal *before* any final determination of pupil retention. The parents are informed at that meeting that their child may be recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent.
3. Upon the acceptance or rejection of the above stated reports by the principal with approval of Aspire Superintendent, a letter is sent and a meeting called within five school days to formally inform the student's parents or guardian of the decision regarding the retention.

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

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

California Physical Fitness Test (FITNESSGRAM):

Six tests are administered:

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

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

California Alternative Assessment (CAA):

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

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

Element 4: Governance

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

General Provisions

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

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

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

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

Legal and Policy Compliance

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

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.³

Non-Profit Public Benefit Corporation

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

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

Board of Directors

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

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.

The number of directors on the Board shall be not less than three (3) or more than eleven (11). The Aspire Board of Directors currently consists of 7 members. Directors shall be elected by a majority vote of the directors at a Board meeting. The directors shall serve for a term not to exceed four (4) years. A director may not serve more than two (2) consecutive terms. The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

Aspire takes a conscientious approach to recruiting and selecting new Board members to ensure the right balance of skills and experiences to support the achievement of Aspire's goals and objectives. 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. Potential considerations include, but not limited to, seeking diversity in our board members to represent the communities in which we serve, professional experience in the areas of finance, governance, fundraising, education, and strategy

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 nominations can be made by staff, existing and past board members

Step 2: Initial meeting with the nominating individual

Step 3: Nominator reports back to the Board

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

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

Step 6: Final meeting with CEO or nominator

Step 7: Board votes on prospective member

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

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

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

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

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

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

Board Meetings and Duties

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

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

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

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

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

teleconferencing. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

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

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school in the front office or a place that is most visible to the public, e.g. front door entrance, public facing windows, including the anticipated Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953. Each school site offers a location for in person comments as well as a teleconference option for every board meeting.

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

Aspire Public Schools Leadership

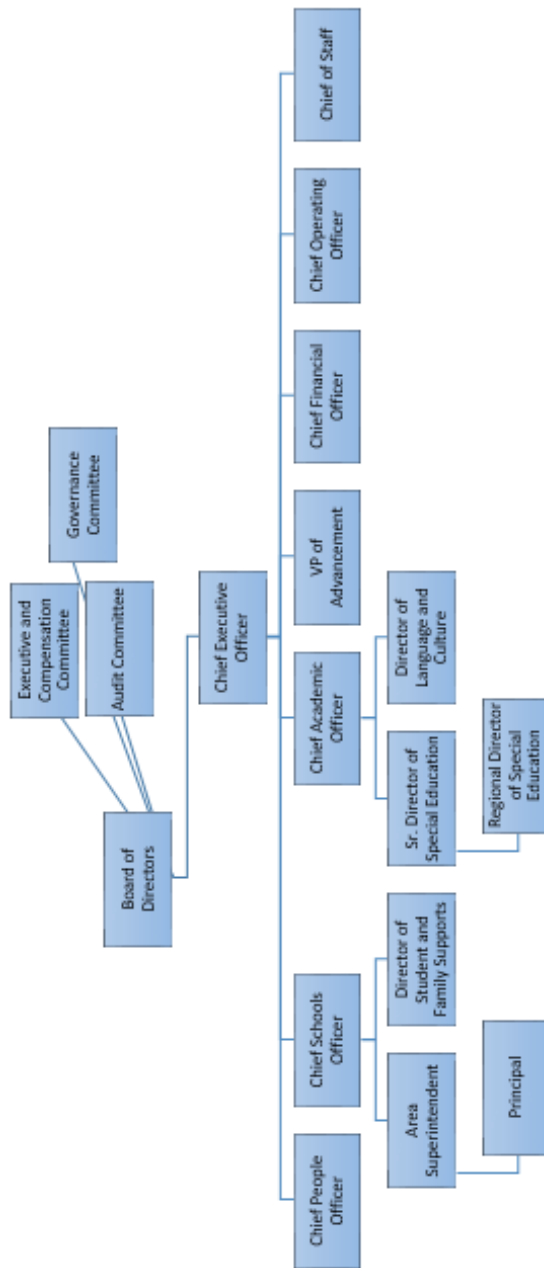
- *Chief Executive Officer ("CEO")* – The CEO is responsible for the strategic direction and success of the organization across all states and regions.
- *Chief of Staff ("COS")* – The COS is responsible for leading strategy for the organization including strategic planning. The COS works to ensure a focus on organizational priorities.

- *Chief Financial Officer (“CFO”)* – The CFO is responsible for general accounting and financial planning and analysis, as well as major real estate planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.
- *Chief Operating Officer (“COO”)* – The COO is responsible for overseeing Aspire’s Operations, Facilities, Data & Assessment and Technology teams.
- *Chief Academic Officer (“CAO”)* - The CAO is responsible for leading Aspire’s instructional vision and program design.
- *Chief Schools Officer (“CSO”)* - The CSO is responsible for leading Aspire’s four Area Superintendents, Student and Family Supports and Leadership Initiatives.
- *Chief People Officer (“CPO”)* - The CPO is responsible for leading Aspire’s culture, equity, recruiting, and professional development.
- *VP of Advancement* – The VP of Advancement is responsible for leading the organization’s philanthropy, specifically fundraising, advocacy work, communications and marketing.
- *Area Superintendent* – This role is focused on providing coaching and mentoring support to the principals that they manage. This role is responsible for the overall performance of the schools in their region.
- *Principal* – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

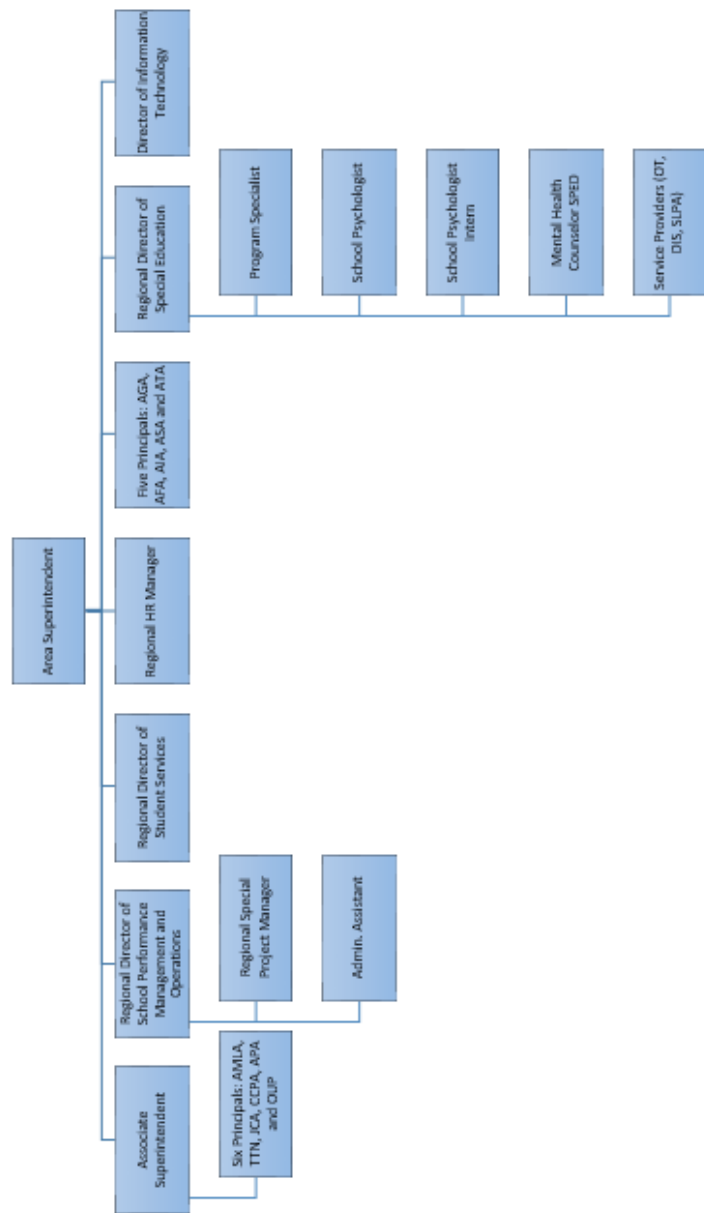
Aspire Public Schools Board Committees

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

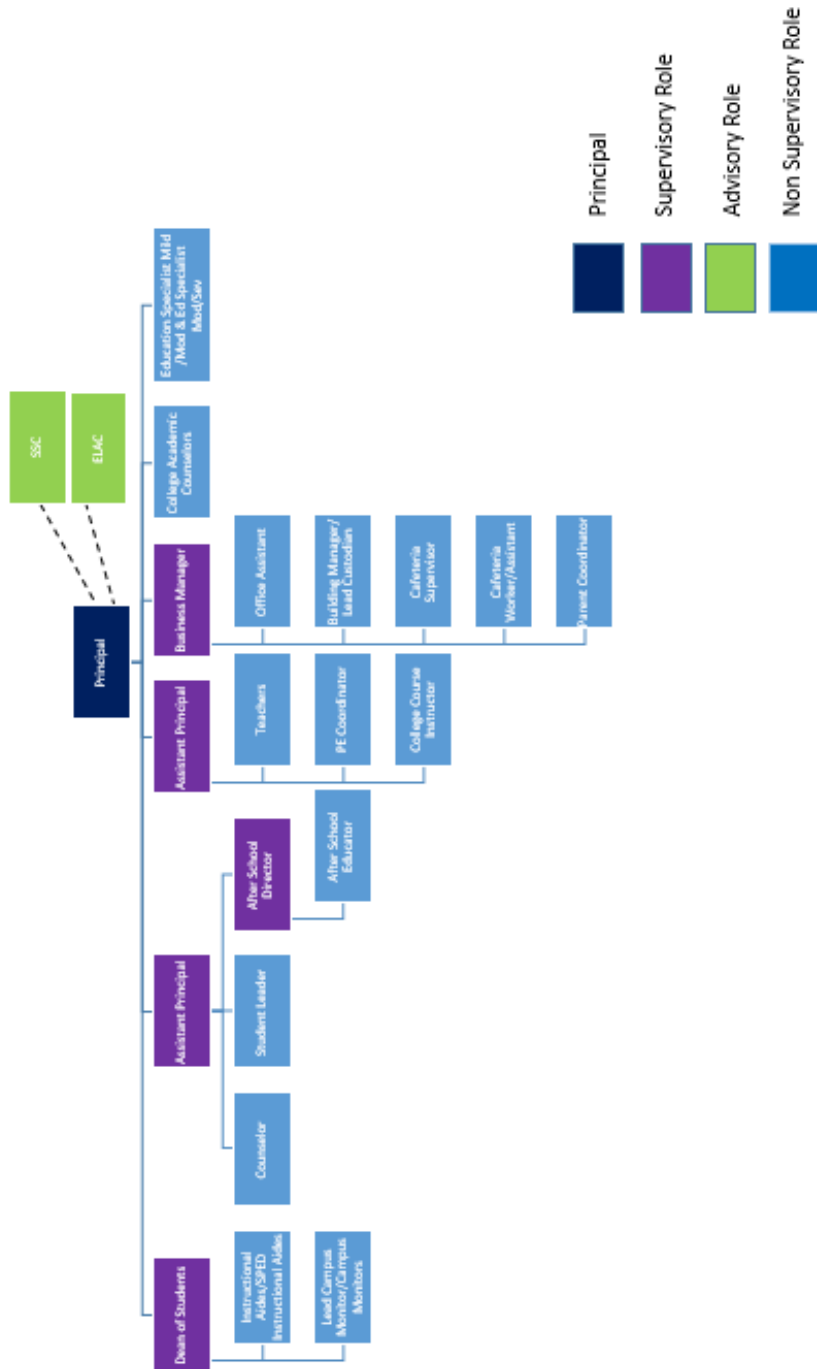
Aspire Public Schools Organizational Chart



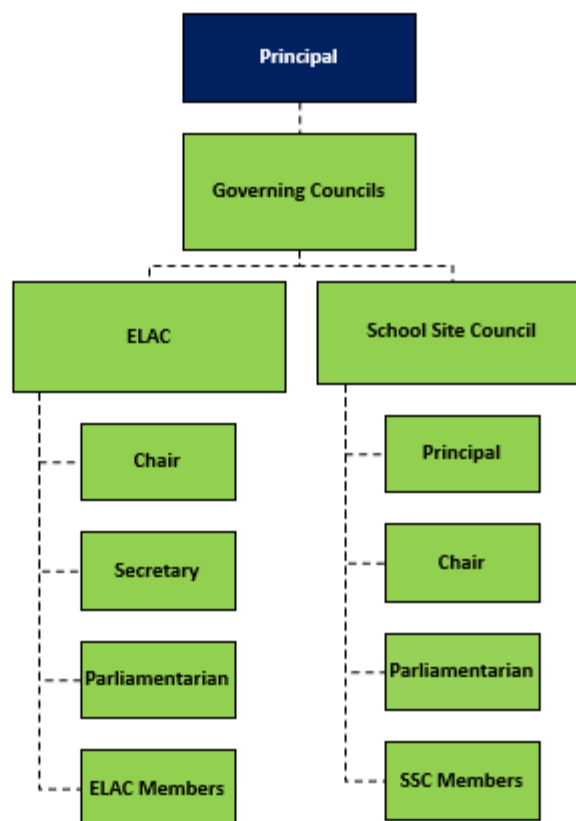
Los Angeles Region Organizational Chart



Aspire Pacific Academy Organizational Chart



School Site Governing Councils Organizational Chart



School Site Council

Aspire encourages all stakeholders to participate in, and share responsibility for, the educational process and educational results of the school. The SSC advises the Principal on budget priorities; outreach and recruitment; safety and discipline; programmatic recommendations based on student data and community issues. The implementation of the LCAP is reviewed on a regular basis by parents, helping the principal develop priorities for the upcoming year, with opportunities for the entire school community to comment and provide their feedback and recommendations.

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

development of The Charter School's Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I.

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

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

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

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

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

1. Management of the Charter School
2. Policy-making
3. Political organizing

4. Fundraising
5. Socializing
6. Personnel recommendations and decisions

English Learner Advisory Council

The role of the English Learner Advisory Council (“ELAC”) is to advise the principal and School Site Council on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:

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

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

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

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

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

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

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

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

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School; however, the Charter School welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

Additional Opportunities for Family Involvement

1. Exhibition panels – Families may sit on panels to judge student work.
2. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at the Charter School.
3. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
4. Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child's admission/enrollment and/or continued enrollment within the Charter School.
5. Fundraising – Families and community members may work with the Charter School to raise additional resources to support students and the Charter School program.
6. Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
7. Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to all regular meetings.
8. In addition to mid-year and end of year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Element 5: Employee Qualifications

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

Equal Employment Opportunity

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

ESEA/ESSA and Credentialing Requirements

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

Chief Executive Officer

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

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

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

Chief Financial Officer

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound financial policies, procedures, controls, and reporting systems. S/he ensures Aspire Public

Schools' legal and regulatory compliance for all accounting and financial reporting functions. The CFO also oversees finance and accounting, including cash management, accounts receivables, and accounts payable.

Required knowledge, skills, and abilities:

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

Required educational level:

- Bachelor's Degree

Required experience:

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

Chief Operating Officer

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

Required knowledge, skills, and abilities:

- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Experience in managing and improving operational areas, such as technology and data and data analysis
- Excellent communication, interpersonal and meeting facilitation skills

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

Required educational level:

- Bachelor’s degree required

Required experience:

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

Chief of Staff

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

Required knowledge, skills, and abilities:

1. Excellent interpersonal skills and ability to work effectively with teammates at all levels.
2. Exceptional communication skills with demonstrated ability to speak publicly and write persuasively.
3. Excellent organization, time management and follow-up skills; ability to successfully handle multiple projects concurrently and work independently.
4. Structured thinking, strong analytical skills and drive to make data-driven decisions and follow through with implementation of those decisions.

5. Proven ability to manage multiple relationships, weighing varying interests in making decisions and troubleshooting to move initiatives forward.
6. Positive, can-do attitude, customer service oriented, professional.
7. Comfort with fast-paced work environment within a growing nonprofit.
8. Must be willing to travel throughout California on short notice and be available to work nights and weekends periodically.

Required educational level:

1. Masters of Business Administration or equivalent experience.

Required experience:

1. 5+ years of strategic, consultative problem solving either in a consulting firm or within an organization.
2. Demonstrated history of successful project delivery experience.
3. Proficiency with data analysis tools such as Excel, Tableau, etc.
4. Experience managing multiple points of view, coordinating across many groups of people.
5. Experience or strong interest in public K-12 schools and educational reform.

Area Superintendent

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

Required knowledge, skills, and abilities:

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

Educational Level:

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

Required experience:

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

Associate Superintendent

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

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

Required Knowledge, Skills & Abilities:

- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS.
- Comprehensive knowledge of curriculum development and effective instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Comprehensive knowledge of California laws and regulations affecting the development and implementation of instructional programs.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Excellent human relations skills.

Educational Background And Work Experience:

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

Preferred Qualification Requirements:

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

Regional Director of School Performance Management and Operations

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

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

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

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

Required knowledge, skills & abilities:

1. Demonstrated success in an operations or school-related role
2. Demonstrated success in designing and delivering training and professional development
3. Demonstrated success in supporting, mentoring and leading adults
4. Knowledge of compliance and operations procedures
5. Ability to design systems for operations, structures and processes
6. Demonstrated command of the intricacies of school operations and planning and ability to apply this knowledge across a region of schools

7. Exceptional management skills including strategic planning, directing, progress monitoring, evaluating, reporting, budgeting and administrative responsibilities
8. Knowledge of characteristics of successful school systems and how to implement them
9. Strong problem analysis and problem resolution at both a strategic and functional level
10. Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
11. Demonstrated P&L responsibility
12. Entrepreneurial passion

Minimum educational level:

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

Experience required:

1. 3+ years as a site administrator or equivalent thereof.

Director of Language and Culture

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

Required knowledge, skills and abilities:

1. Bachelor's Degree in Content, Education or a closely related field and a minimum of (5-7) years of experience in an educational setting is required.
2. Vast knowledge of the California ELD standards and fluency in the Common Core Standard in English
3. Instructional leadership and teaching experience required with proven results in student learning as both an instructional leader and a teacher
4. Curriculum and assessment writing experience recommended
5. Experience in schools with adult learning and professional development required
6. Outstanding ability to lead, including influencing and motivating others
7. Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
8. Demonstrated educational philosophy and methods that encourage the development of active and lifelong learning

9. Exceptional understanding of a progressive approach to instructional and a wide knowledge of the most innovative, culturally responsive, and successful instructional methods
10. Ability to demonstrate creative and flexible thinking
11. Strong time and task management skills, enabling multiple projects to be completed on time
12. Alignment to and urgency around Aspire's mission, vision and values
13. Excellent team player: always puts the team's goals first and works to support and motivate peers
14. Strong interpersonal and organizational skills
15. Ability to move comfortably between high level strategic thinking and intricate details
16. Excellent ability to drive change and build buy-in through relationship building
17. This role may require travel up to 30% time and requires travel to all Aspire regions
18. Must be proficient in the Leading for Equity Framework, Liberatory Design and Learning to Improve
19. Must be willing to adapt components of Improvement Science in relationship to NIC' as a vehicle for Professional Development
20. Be an active learner and teammate.

Preferred Qualifications:

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

Director of Student and Family Support

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

Required knowledge, skills and abilities:

1. Extensive experience developing, overseeing, and managing counseling programs for K-12 students
2. Track record of successful and innovative counseling program delivery
3. Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (e.g., CBT, play therapy, etc.).
4. Excellent organization, time management and follow-up skills; high sense of urgency
5. Demonstrated ability to successfully handle multiple cases concurrently
6. Demonstrated commitment to students and learning
7. Thorough understanding of and abiding by California BBS regulations, NASW Code of

- Ethics and the code of ethics for counseling disciplines used at Aspire
8. Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
 9. Ability to work as a part of a team
 10. Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
 11. Deals with obstacles and constraint positively

Sr. Director of Special Education

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

Required knowledge, skills & abilities:

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

Minimum educational level:

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

Experience required:

- 3+ years administrative experience in special education

Regional Director of Special Education

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

Director of Special Education coordinates special education participation in organizational initiatives, as assigned by the Senior Director of Special Education.

Required knowledge, skills and abilities:

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

Minimum educational level:

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

Experience required:

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

Principal Qualifications

The Charter School's Principal will be the instructional leader at the Charter School and will be responsible for helping the Charter School and students achieve the outcomes outlined in this charter petition. Principal applicants are first screened by the Area Superintendent; if move on, phone screened by the regional recruiter; if move on, participate in a panel interview with lead teachers and other principals; if move on, participate in a panel interview with students, parents and community members that have a presence at the school site. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

Educational Level:

1. Bachelor's degree
2. Masters or Ph.D. in Education preferred or
3. Administrative Credential preferred

Required experience:

- 7 plus years teaching and administrative experience

Assistant Principal Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

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

- Administrative Credential preferred

Required experience:

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

Office Manager Qualifications

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:

1. 4 plus years in fast-paced administrative support position
2. Experience in school front office preferable
3. Proficiency with Microsoft Office
4. Some supervisory experience preferred

Dean of Students

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

Required knowledge, skills & abilities:

- Knowledge of business and management principals and processes involving; program development, planning, resource allocation and coordination of people and resources.
- 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 and in stressful environments.
- Ability to provide excellent communication and present information and ideas so that others will understand.
- Knowledge of how to interact, develop interpersonal relationships and work collaborative with persons from varying backgrounds and experiences.
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation and ability to make assessments and recommendations.
- Knowledge of applicable and appropriate strategies of conflict resolution methods.
- Knowledge of applicable laws, Education code, regulations that govern educational practices.
- Ability to collect, analyze and interpret data.

Minimum educational level:

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

Experience required:

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

Teacher

The Secondary Teacher provides a high quality instruction within a small school environment where every student is known and valued as an individual; serve students in grades 6-12; uphold the mission and values of Aspire Public Schools and contribute to our goal that every student in California has access to a high quality public education.

Required knowledge, skills & abilities:

- Knowledge of child cognitive development and various learning styles
- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community

- Computer and Internet search skills

Minimum educational level:

- Bachelor's degree
- Valid California Single Subject Teaching Credential required
- English Language Learner Authorization required

Experience required:

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

Teacher Qualifications

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

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

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

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; authorization and reference checks.

The Principal will be in charge of making the Charter 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:

1. *Principal:* Chairs the hiring committee and makes all final decisions on hiring for The Charter School.
2. *Business/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.
3. *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.
4. *Parents:* Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Other Jobs at the Charter School

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

Building Manager Qualifications

Required knowledge, skills, and abilities:

1. Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
2. Ability to guide and support facility staff
3. Ability to work independently
4. Ability to communicate effectively in verbal and written form, with both students and adults
5. Ability to maintain simple records
6. 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
7. Ability to interact appropriately with children of different ages

Required educational level:

1. 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 Director

Required knowledge, skills & abilities:

1. Strong organizational and administrative skills, including ability to work in a fast-paced environment and handle multiple responsibilities and deadlines.
2. Proficiency in use of computer technology and the internet, including MS Word and Excel.
3. Demonstrated ability to work well as part of a team and to facilitate teamwork to complete complex projects.
4. Strong written and verbal communication skills and ability to collaborate with a variety of colleagues and stakeholders including parents, teachers and community partners.
5. Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
1. Ability and willingness to reflect and improve own performance

Desired knowledge, skills & abilities:

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

Minimum educational level:

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

Experience required:

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

Essential Duties & Responsibilities:

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

After School Educator Qualifications

Required knowledge, skills, and abilities:

1. Ability to effectively implement curricula and program activities
2. Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
3. Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
4. Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
5. 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

1. Maintains a safe and effective environment for academic instruction and/or enrichment activities
 - a. Effectively manages student classroom behavior to ensure all students are fully engaged in learning
 - b. Complies with all safety and other regulatory and/or funder requirements
2. Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
 - a. Under the guidance of the Afterschool Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
 - b. 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
 - c. As needed, provides whole class, small group and individualized instruction to students
3. Creates an environment of high expectations for learning, student behavior and staff professionalism
 - a. Fosters a program culture of high expectations that includes college preparation for all students
 - b. 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
 - c. Supports regular communications with parents/families to engage them in the afterschool program to help support student success
4. Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures
5. 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
6. Performs other related duties as required and assigned

Counselor Qualifications

Required knowledge, skills, and abilities:

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

Required educational level:

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

Required Experience

1. 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

College Academic Counselor Qualifications

Required knowledge, skills, and abilities:

- Knowledge of current state and federal laws governing counseling and adherence to these laws.
- Maintains professional confidentiality and works collaboratively with the Director of College Admissions, Counselor for Social and Emotional Counseling and the school administration.
- Works with all constituents in a pleasant and cooperative manner
- Assists in the implementation all Aspire academic policies at the school site level
- Demonstrates a willingness and skill in presenting policies to small and large groups

Required educational level:

- Bachelor's Degree required; Master's Degree in Counseling preferred
- Pupil Personnel Services Credential

Required Experience

- 3 to 5 years implementing a school counseling program
- Previous teaching experience preferred
- Knowledgeable of college admissions requirements

Essential Duties and Responsibilities

1. Develop and maintain a written plan for effective delivery of the school counseling program to include services offered by the Social and Emotional Counselor and the Director of College Admissions.
2. Assist all students, individually or in groups, with developing academic, career and personal goals and plans
3. Accurately and appropriately prepare and interpret student data
4. Collaborate with parents/guardians and educators to assist students with their academic pathway
5. Implement an effective referral, tracking and follow-up process that incorporates all school counseling services
6. Accurately and appropriately use assessment procedures for determining and structuring individual and group counseling services

7. Develop and maintain a calendar of activities that include school wide counseling services
8. Provide appropriate information and training to staff related to the comprehensive school counseling program
9. Assist teachers, parents/guardians and other stakeholders in interpreting and understanding student data
10. Assist students and parents in determining the academic program that best suits the student's continued success in meeting graduation requirements
11. Use available technology resources to enhance the school counseling program
12. Adhere to laws, Aspire policies, procedures and ethical standards of the school counseling profession
13. Conduct a yearly program audit to review the extent of the counseling program implementation
14. Collect and analyze data to guide program direction and emphasis

Education Specialist Mild/Moderate Qualifications

Required knowledge, skills, and abilities:

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

Required educational level:

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

Required Experience

1. 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

Instructional Aid, SPED Qualifications

Essential Duties & Responsibilities

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

Required knowledge, skills & abilities

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

Minimum educational level

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

Experience required

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

Instructional Assistant Qualifications

Essential Duties & Responsibilities

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

Required knowledge, skills & abilities

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

Minimum educational level:

1. Bachelor's degree

Experience required:

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

College Course Instructor

College Course Instructor/Lecturer are professionals that teaches college courses through an approved entity that Aspire has a relationship with. College Course Instructor/Lecturer report to the Principal and performs instruction-related duties and responsibilities in a timely manner and in accordance with the mission, policies and procedures of Aspire Public Schools. The College Course Instructor/Lecturer assists the Site Principal in developing a healthy school community and culture of "College for Certain," for the entire school community.

Required knowledge, skills and abilities:

- Experience relevant to teaching the specific subject matter.
- Prior teaching/supervision experience preferred.

Required educational level:

- Bachelor's degree; Master's degree in a related field preferred.

Required experience:

- 3+ years teaching or school administrative experience

Ed Specialist Moderate/Severe

The Moderate/Severe Education Specialist instructs students with Individualized Education Plans in an inclusive environment. S/he works closely with other site, Special Education, and Aspire staff on a regular basis and may work with outside consultants and district personnel as needed.

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 (Moderate/Severe Education Specialist) required*
- *NCLB Highly Qualified required*
- *Bachelor's Degree required; Master's Degree preferred*

Required experience:

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

Lead Campus Monitor

The Lead Campus Monitor supervises students as well as campus monitors. The position is approximately 40% project and people supervision, with the other 60% comprised of campus monitor duties and responsibilities, which include monitoring and supporting students during lunch and passing breaks to ensure a safe, secure and comfortable environment conducive to student interaction and learning. Upholds the mission and values established by Aspire Public Schools. Reports to Site Principal and works closely with other site staff.

Required knowledge, skills and abilities:

- Good verbal and written communication skills
- Good problem-solving ability; good judgment
- Ability to interact appropriately with children of different ages
- Bilingual - Spanish & English
- Computer and Internet search skills
- California Driver's License or California Identification Card

Required educational level:

- *High School Diploma or GED and some college experience*

- *Preferred - First Aid and CPR training*

Required Experience:

- *1-3 years working with school-aged children*

Lead Custodian

The Lead Custodian cleans and maintains the school facility to ensure a safe, secure, and comfortable environment conducive to student learning.

Required knowledge, skills and abilities:

- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to complete minor maintenance, e.g., replace light bulb, filters
- Ability and willingness to safely 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 maintain simple records
- Ability to work independently
- Ability to interact appropriately with children of different ages in school setting respecting and understanding boundaries.

Required educational level:

- *None*

Required Experience:

- *2-4 years of custodial experience preferred*

PE Coordinator

Coordinates children's physical education activities under the principal's direction to support a high quality program. Upholds the mission and values established by Aspire Public Schools.

Required knowledge, skills and abilities:

- Ability to coordinate organized games and exercise activities for students
- Knowledge of child development and various learning styles
- Ability and willingness to implement best practices
- Ability and willingness to reflect and improve practices
- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

Required educational level:

- AA preferred
- English Language Learner Authorization preferred

Required Experience:

- 1-3 years working with school-aged children

Student Leader

Student Club Leader will be responsible for providing all aspects of leadership for their student club. The President is the primary student contact for the student organization and the “external spokesperson” of the group who regularly interacts with other student clubs and school administration. He or she is the liaison between the student club and school administration.

Required knowledge, skills and abilities:

- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

Required educational level:

- None

Required Experience:

- Previous participation/involvement in school based clubs
- Student club leadership experience

Cafeteria Supervisor

The Cafeteria Manager was established for the purpose/s of preparing and serving food items to students and/or school personnel as well as maintaining food service facilities in a safe and sanitary condition. Reports to Office Manager and works closely with Principal. Works with children, parents and outside consultants/vendors.

Required knowledge, skills and abilities:

- Good verbal and written communication skills
- Good problem-solving ability; good judgment
- Ability to interact appropriately with children of different ages
- Able to operate standard commercial kitchen equipment and work aids.
- Bilingual - Spanish & English
- Computer Skills

Required educational level:

- High School Diploma required

Required Experience:

- Experience monitoring and observing K-12 students preferred
- Experience in the operation of kitchen equipment. Previous experience in food service.

Cafeteria Worker/Assistant

The Cafeteria Worker was established for the purpose/s of preparing and serving food items to students and/or school personnel as well as maintaining food service facilities in a safe and sanitary condition. Reports to Principal and works closely with the Cafeteria Manager. Works with children, parents and outside consultants/vendors.

Required knowledge, skills and abilities:

- Language Skills: Ability to read and interpret documents, operating and maintenance instructions, directions for use, and procedure manuals. Ability to write routine explanations, complete orders, complete necessary paperwork and time sheets, and take written messages. Ability to speak effectively to individuals in relaying verbal instructions or concerns.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to establish priority order of tasks necessary to complete an assignment. Ability to use trouble-shooting and problem-solving skills.
- Other Skills and Abilities: The employee will be able to operate standard commercial kitchen equipment and work aids.

Required educational level:

- High school graduate or equivalent.

Required Experience:

- Experience in the operation of kitchen equipment. Previous experience in food service.

Office Assistant

The Office Assistant is responsible for assisting the Office Manager in overall office operations of the school. Upholds the mission and values established by Aspire Public Schools. The Office Assistant reports to the Principal or Office Manager, but works closely with all levels within the school and home office, as well as with students, parents, and outside consultants/vendors.

Required knowledge, skills and abilities:

- Strong time management and multi-tasking skills

- Strong interpersonal and communication skills
- 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
- Fluency in Spanish - highly desirable

Required educational level:

- HS Diploma

Required Experience:

- 2 plus years in fast-paced, ever changing administrative position; experience in a school environment preferable
- Proficiency with Microsoft Office, network printing, copiers and fax machines

Campus Monitor

The Campus Monitor observes and supports students during lunch and passing breaks to ensure a safe, secure and comfortable environment conducive to student interaction and learning.

Required knowledge, skills and abilities:

- Good verbal and written communication skills
- Good problem-solving ability; good judgment
- Ability to interact appropriately with children of different ages
- Bilingual - Spanish & English
- Computer skills

Required educational level:

- High school diploma or GED

Required Experience:

- Experience observing and supervising K-12 students helpful

Aspire Pacific Academy Employee Positions

Position	Classification	FTE
After School Asst Dir	Classified Hourly	Full Time

Position	Classification	FTE
After School Educator	Certificated Hourly	Part-Time
Building Manager	Classified Hourly	Full Time
Cafeteria Supervisor	Classified Hourly	Full Time
Cafeteria Worker/Assis.	Classified Hourly	Part-Time
Campus Monitor (2)	Classified Hourly	Full Time
College Academic Counselor (3)	Certificated Salaried	Full Time
College Course Instructor	Classified Salaried	Full Time
Counselor (2)	Certificated Salaried	Full Time
Dean of Students	Certificated Salaried	Full Time
Ed Specialist Mild/Mod (4)	Certificated Salaried	Full Time
Ed Specialist Mod/Severe	Certificated Salaried	Full Time
Instructional Aide, SPED (4)	Classified Hourly	Part-Time
Instructional Assistant (10)	Certificated Hourly	Part-Time
Lead Campus Monitor	Classified Hourly	Full Time
Lead Custodian	Classified Hourly	Full Time

Position	Classification	FTE
Office Assistant	Classified Hourly	Part-Time
Office Assistant	Classified Hourly	Full Time
Office Manager	Classified Hourly	Full Time
PE Coordinator	Classified Hourly	Full Time
Principal	Certificated Salaried	Full Time
Principal, Assistant (2)	Certificated Salaried	Full Time
Student Leader (4)	Classified Hourly	Part Time
Teacher, English 6-12 (4)	Certificated Salaried	Full Time
Teacher, History (3)	Certificated Salaried	Full Time
Teacher, Humanities 6-8 (2)	Certificated Salaried	Full Time
Teacher, Math 6-12 (4)	Certificated Salaried	Full Time
Teacher, Math/Science 6-8 (3)	Certificated Salaried	Full Time
Teacher, Science 6-12 (3)	Certificated Salaried	Full Time
Teacher, Spanish 9-12	Certificated Salaried	Full Time

Position	Classification	FTE
Teacher, Technology	Classified Salaried	Full Time

Element 6: Health and Safety Procedures

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

Health, Safety and Emergency Preparedness Plan

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

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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

Immunization and Health Screening Requirements

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and

scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

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

Suicide Prevention Policy

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

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

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

Procedures for Background Checks

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

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

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in

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

Tuberculosis Risk Assessment and Examination

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

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

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

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

Epinephrine

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

Concussion

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

Vision, Hearing, and Scoliosis

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

Nutritionally Adequate Free or Reduced Price Meal

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

DIABETES

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

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

School Safety Plan

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

- child abuse reporting procedures
- routine and emergency disaster procedures

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

Blood borne Pathogens

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

Feminine Hygiene Products

The Charter School serving grades 6 through 12 inclusive will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, as applicable to the Charter School pursuant to Education Code Section 35292.6.

Transportation Safety Plan

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

Emergency Preparedness

The Charter School shall adhere to Emergency Preparedness Procedures drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. These procedures shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

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

Drug Free/Alcohol Free/Smoke Free Environment

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

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

Asbestos

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

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin,

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

Bullying Prevention

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

Suicide Prevention Policy

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

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

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.

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.

- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school's curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

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

Plan to Achieve a Reflective Racial and Ethnic Balance

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

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

- **Benchmarks**

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

Objective	Metric	Completion Date
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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

- **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	By January 1 of the new calendar year

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

Element 8: Admission Requirements

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

Documentation of 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.

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

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

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

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

1. Marketing materials delivered throughout the communities surrounding APA.
2. Presentations and flyer distribution at community meetings and events, farmer markets, grocery stores, parks, libraries, public pools, apartments, businesses, and churches as needed, we will also use newspaper and radio ads, and targeted mailings.

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

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Per charter law, Aspire Pacific Academy has chosen the following preferences to recognize the importance of enrolling student siblings in the charter school and students of employees. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Siblings of students already admitted to the Charter school
- Founding Families (not to exceed 10% of total enrollment) and children of Aspire Regular employees (not to exceed 10% of total enrollment)
- Children residing within the District
- All other students who reside in the state of California

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

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

1. Completion of a Student Interest Form for each child who is interested in attending the Charter School
2. Student Interest Forms will be accepted during a publicly advertised open enrollment period, which occurs in late January through March of each year for enrollment in the following school year. Based on a 40 week school calendar, this is weeks 23-30.
3. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s). SchoolMint is the platform through which all California Aspire schools, including the Charter School, conduct their lotteries. The lottery will be public and will take place at the Charter School, during afterschool hours in the month of March. Families do not need to attend in order to secure a spot.

Open enrollment and lottery information is communicated through letters sent home, ParentSquare messages, and information on SchoolMint. SchoolMint is programmed with the admission preferences identified above. SchoolMint first fills spots with preference #1. The remaining spots are then filled with preference #2. Once all these students have been offered

admission, each subsequent preference is filled before moving to fill seats with the next preference. If there are more students in a preference category than there are spaces available, a random drawing will be held within that preference category until all available spaces are filled.

The Charter School holds at least one parent information session to review enrollment comprehensive information including timeline, rules and procedures followed during open enrollment and lottery processes. The informational materials are also available on school websites and in the Charter School office. Open enrollment and lottery information is communicated through letters sent home, ParentSquare messages, and information on SchoolMint.

4. 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 open to the public. All names will be drawn randomly to determine the students who are admitted and those who will be placed on the waitlist. The order of names drawn will determine the order of names on the waitlist.

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

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

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

***Founding Family Preference**

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

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

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

Planned Application, Public Random Drawing, and Admission Schedule

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

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

Element 9: Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

The Chief Financial Officer is responsible for contracting and overseeing the independent audit. The independent audit is conducted annually by a certified public accountant selected by the Audit Committee of the Board from a list of auditors approved by the State controller and included within the State Controller’s list of educational auditors. The Controller and Assistant Controller are responsible for working with the independent auditor to complete the audit. Annual audited financial statements shall be provided to chartering entity, California Controller, the county superintendent of schools of the county in which the charter school is located and the California Department of Education by December 15th of each year. The Assistant Controller is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

Aspire will resolve audit exceptions and deficiencies, if any, promptly and in a timely fashion. Once any audit exception or deficiency is identified, the Accounting team will address with key stakeholders and School Leaders to both communicate and establish an action plan to resolve. The action plan will be reviewed and approved by the Chief Financial Officer prior to the Audit Committee date to approve the audited financial statements. Any audit exceptions and deficiencies, together with the specific terms and timeline of the actions planned or taken to correct a problem where necessary, will be discussed and reviewed with the Audit Committee prior to the audited financial statements for the year being approved by December 15 of each year. All exceptions and deficiencies and their remedies will be communicated to the District in a timely matter thereafter. For any audit exceptions and deficiencies, Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code responsibilities, reporting requirements and timeline regarding audit exceptions identified by our independent auditor.

Any disputes regarding the resolution of audit exceptions and deficiencies will be if applicable, referred to the Education Audit Appeal Panel (“EAAP”) appeal process as required by Education Code Section 41344. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and

to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as

necessary and based on California Education Code. The Charter School will notify the District of any expulsions within 30 days. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code §47605(d)(3), upon expulsion of any student, The Charter School shall notify the superintendent or superintendent designee of the district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

This means that the Charter School shall be responsible for maintaining the educational access of students during and pending the completion of the Charter School's student expulsion process and shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

The Charter School will facilitate placement of expelled students by communicating with the authorizer. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.

Additionally, accommodations, modifications and other services protected under IEP or 504 plans for any particular student will be provided during and pending the completion of the Charter School's student expulsion process as required by law.

Discipline Foundation Policy

Aspire believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide behavior intervention and discipline plan is essential to the creation of this type of environment and the success of our students and teachers both behaviorally and academically.

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization in an effort to create the conditions to set-up every one of our students for success and position them to have access to higher education. This is in alignment to our model of College for Certain, which states every one of our students will attend and graduation a college and/or university.

The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and social consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level behaviors and or provide systems for intervening through alternatives to suspension.

Positive Behavior Support Systems

Aspire is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

Multi-tiered Systems of Support (MTSS): MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs. Below are our general guidelines for tiered supports that we offer our schools:

Tier I: Universal offerings that focus on Positive Behavior Intervention systems (PBIS). Schools elect three to five themes that they use throughout the school campus. Firestone uses Safety, Responsibility and Respect. These are communicated and taught to the entire school community.

Tier II: Strategic or targeted interventions that assist 10-20% of the student population. Depending on the student needs, some of these interventions may include, but are not limited to mentoring, skill building small groups, and support planning.

Tier III: Intensive interventions for 3-5% of the student population. This is an individually developed plan for students identified through MTSS meetings. These may include, but are not limited to 1:1 counseling, outside referrals, and behavioral improvement plans, etc.

Positive Behavior Interventions and Supports (PBIS): PBIS is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

Restorative Practices (“RP”): RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

Social-Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire implemented an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key

element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

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

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

In addition to Aspire's overarching positive behavior and discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school-specific policies. Some examples of specific alternatives to suspension include:

Alternatives to Suspension
<ul style="list-style-type: none">• Parent Conference• Personal Reflection• Think Tank• School and/or community service• Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)• Behavior Daily Reports• Mentoring• Counseling• Peer Mediations• In-School Alternatives• Restorative conversations, circles, conferences and classroom presentations• Community building circles

In addition to more broad school-based interventions and school culture work, the Charter School's counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student's ability to learn or make it difficult for them to regulate behavior in school.

In addition to the work the Charter School has put into their specific school climate, Aspire provides a variety of supports to our schools and school staff in implementing school-wide behavior interventions and discipline policies, eliciting community partnership and voice, improving student attendance and implementing alternatives to suspension.

In direct response to our need to focus on our non-academic indicators of success, Aspire assigns a Regional Director of Student Services (RDSS) specifically assigned to our schools. The RDSS's role encompasses both school-specific and region-wide and includes, but is not limited to:

- Provides professional development and individualized coaching to Dean of Instruction, Assistant Principal, Intervention Specialist and other staff around areas related to student behavior and discipline, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
 - Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Professional development opportunities for mental health counselors
 - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
 - Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
 - Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
 - Links to authorizer support resources around discipline and behavior interventions
 - Family resource referrals for outside agencies and supports
- Collaborate with authorizer and outside agencies to craft and expand supports for our schools. Ex:
 - The RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
 - The RDSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.

In terms of the data necessary to determine the efficacy of our school's behavior system, all Aspire schools utilize OnCourse to track suspension and expulsion data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include, but are not limited to:

- Most common behavior incidents by type
- Suspension rates for students
- Total suspension by month (with comparisons available month to month and by year)

In order to create a more robust system of data around interventions, Charter School has implemented RyeCatcher to track student interventions and supports for scholars receiving school counseling services Informal SEL assessments in order to provide data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RDSS's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the school site and the area superintendent.

Additionally, each RDSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, APs, deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes directors and managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others. The team is supported by the Chief Schools Officer of Aspire Public Schools.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action. Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority for In-School Suspensions

A teacher may suspend a student from their classroom, for any of the acts enumerated in Ed Code §48900 for the day of the suspension plus the following school day. The maximum number of days for suspensions is five consecutive days. This is rarely used, because Aspire Public Schools, Los Angeles implements many alternatives to suspension. In the case that this is used, the Principal consults with the RDSS and creates a plan. Parents are informed using the same process as out-of-school suspension, having a pre and post conference. In the rare case that this is used, students are typically receiving one day of in-school suspension and are with a credentialed adult in an available (i.e. the learning center, intervention room, etc.) location away from their classroom. Student will receive classwork for the day. Student will also receive a post meeting and/or a restorative circle to help with re-entry into the classroom.

If suspension is deemed necessary, in-school suspension is precluded for the following offenses:

- o Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- o Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- o Made terrorist threats against school officials or school property, or both.

Jurisdiction for Suspensions and Expulsion

A student may be suspended for acts that are enumerated below and are related to attendance at school or a school activity that occur at any time, including any of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school sponsored activity.

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

- a) related to an Aspire school activity;
- b) occurs at the school of attendance or any Aspire school; or
- c) occurs at an Aspire sponsored event.

Suspension Alternatives

For any student subject to discipline under this section, the school site Principal may use their discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misbehavior. The Charter School promotes alternatives so that suspension be imposed only when other means of correction are documented and implemented but fail to bring about proper conduct. These alternatives include, but are not limited to: family conferencing, Student Success Team planning, referring for assessment, referring to skill building groups to teach prosocial behavior, creating positive behavior support plans with tiered

interventions, utilizing logical consequences, involving student in school community service, and/or engaging in restorative practices.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension

Enumerated Offenses:

Discretionary Suspension Offenses -

Students may be suspended for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.
- Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include:
 - The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.

- Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
 - Stole or attempted to steal school property or private property.
 - Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - Knowingly received stolen school property or private property.
 - Possessed an imitation firearm meaning a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
-
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
 - Engaged in an act of bullying. For purposes of this section, the following terms mean
 - "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - Causing a reasonable student to experience substantial interference with their academic performance.
 - Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.

- “Physical or verbal act or conduct” may include communications made in writing or by means of an “electronic act” (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following:
 - A message, text, sound, video, or image.
 - A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph a. and including, but not limited to:
 - Posting to or creating a “burn page” (i.e., an Internet Web site created with intent to cause impact as listed above).
 - Creating a “credible impersonation” (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated).
 - Creating a “false profile” (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
 - An act of cyber sexual bullying.
 - For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph a. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- Robbery or extortion.

- Assault or battery, as defined by the Penal Code in §240 and §242, upon any school employee.

***Discretionary Suspension Offenses
applying only to students in any of grades 4 to 12 inclusive -***

Students in grades 4 or higher may be suspended for any of the following acts when it is determined the student:

1. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
3. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
4. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Mandatory Suspension Offenses -

Students shall be suspended and recommended for expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

- Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation. Ed Code §48915(c)(1).
- Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed,

sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).

- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).
- Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).
- Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

Procedures in Cases Requiring Suspension

- **Incident Investigation-** The school site administrator or teacher investigates the incident fully and objectively before determining whether or not it merits suspension based on meeting all criteria listed in the applicable Ed Code. This investigation includes confidential discussion held with any parties involved in or knowledgeable of the incident, including the accused student. In an effort to provide a fair and thorough process, all APs and Deans are given a procedural process on all the steps necessary to investigate an incident. RDSS also provides office hours and is available for consultation if needed. After an incident, the RDSS reviews the process with the AP and Dean and provides feedback and coaching as needed.
- **Determination of Length of Suspension-** The school site administrator identified as Principal, Assistant Principal or Dean may suspend a student for a period not to exceed five consecutive school days per incident identified as an Ed Code violation. The total number of days for which a student may be suspended from school in any school year shall not exceed 20. Students having an Individualized Education Plan (IEP) are subject to the same discipline rules except that the cumulative days of suspension cannot exceed 10 without the IEP conducting a manifestation determination. The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans. For any suspension of 10 days or more, the school will conduct a hearing adjudicated by a neutral officer within a reasonable number of days that provides the student a fair opportunity to present testimony, evidence, and witnesses as well as to cross-examine witnesses. The student will be afforded the right to bring legal counsel for this hearing.
- **Suspension Conference and Notice of Suspension-** Suspension shall be preceded by an informal conference conducted by the Principal or admin designee between the student and the student's parent/guardian and, whenever practicable, the school staff member who referred the student for discipline. Every reasonable effort will also be made to contact the student's parent/guardian to engage in this suspension conference. Final determination whether to suspend will not be made without this conference except in an emergency situation which means the principal determines the situation constitute a clear and present danger to the life, safety, or health of pupils or school personnel. At this conference, the student and their parent/guardian shall be informed of the reason for any disciplinary action and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their

defense. The parent/guardian will be given the opportunity to advocate in their student's behalf. If, after discussion of the incident and any factors that impact same, the school Principal or admin designee determines suspension is in order, the parent/guardian shall be provided a written notice of this discipline action in both English and in the native language of the parent/guardian and student. The notice shall state the specific offense committed by the student and the date of return following suspension. If the pupil denies the charges, the written notice will include an explanation of the evidence that supports the charges. Additionally, as part of this written suspension notice, the parent/guardian will be provided with the family's right to appeal along with the due process steps to follow if appealing the suspension.

- Academic Support During Suspension- The Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.
- Maintaining Suspension Notice- A copy of the suspension notice form is sent to the Aspire home office (Attention: Director of Student Services) in addition to the copy placed in the principal's private student files. Suspension notices should not be placed in the student's cumulative file.
- Extension of Suspension Due to Expulsion Referral/Recommendation- The CEO or designee may extend a student's suspension up to an additional 25 school days pending final decision by the Aspire Administrative Panel at the conclusion of the expulsion hearing held within 30 school days of the referral for expulsion. The process is detailed under expulsions.
- **Legal Notifications-** Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

Within one school day after a student's suspension or expulsion, the Principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

Suspension Appeals Process

A student or the student's parents or guardians may appeal suspension, other than expulsion, imposed upon a student for his or her school-related offenses. The family may appeal first in writing at the school level as directed to the principal. The principal or principal's designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the CEO designee (Regional Director of Student Services) for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

- A. Uphold the suspension
- B. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

After appeal at this administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive and Compensation Committee for resolution with a written response within twenty (20) school days.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

Expulsion

Except for single acts of a grave nature, expulsion should only be used when:

1. there is a history of misconduct,
2. other forms of discipline (including suspension) have failed to bring about proper conduct,
3. when, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Expellable Offenses

Grounds for Expulsion

Findings Needed for Expulsion Under Discretionary as well as Limited Discretion -

A decision to expel a student for any of those acts under all Discretionary Expulsion Offenses and Limited Discretion Expulsion Offenses requires two findings of fact. The offense must be proven to have occurred as a first finding. Additionally, a second finding of fact must be shown and shall be based on one or both of the following:

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

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Enumerated Offenses:

Discretionary Expulsion Offenses -

Students may be expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean: (A) "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following: (I) Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property. (II) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health. (III) Causing a reasonable student to experience substantial interference with their academic performance. (IV) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school. (B) "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following: (I) A message, text, sound, or image. (II) A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph (A) and including, but not limited to: (a) Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above). (b) Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated). (c) Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
- i. An act of cyber sexual bullying.
1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph a. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor

is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - ii. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - iii. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

Discretionary Expulsion Offenses

applying only to students in any of grades 4 to 12 inclusive -

Students in grades 4 or higher may be expelled for any of the following acts when it is determined the student:

1. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
3. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
4. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Limited Discretion Expulsion Offenses – Must Recommend Expulsion (i.e., Refer for Expulsion Hearing before the Aspire Administrative Panel) -

Unless the administrator determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, students shall be recommended for expulsion for any of the following incidents that occur on school campus or at a school activity off campus:

1. Causing serious physical injury to another person, except in self-defense. Ed Code §48915(a)(1)(A).
2. Possession of any knife or other dangerous object of no reasonable use to the student. Ed Code §48915(a)(1)(B).
3. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code. Exceptions to this section include: (A) The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (B) The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed. Ed Code §48915(a)(1)(C).
4. Robbery or extortion. Ed Code §48915(a)(1)(D).
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. Ed Code §48915(a)(1)(E).
6. **Note:** in the event the administrator determines that an alternative means of correction would address the misconduct, a multidisciplinary team meeting shall be held with the parent / guardian and student if age appropriate. The alternative means of correction (i.e., any interventions, supports, services, logical consequences, restrictions recommended as appropriate) shall be documented via an “In Lieu of Expulsion” form.

Findings Needed for Expulsion under Mandatory Expulsion Offenses -

A decision to expel a student for any of those acts under Mandatory Expulsion Offenses requires only one finding of fact. The offense must be proven to have occurred. Given the nature of the offenses, a second finding of fact is not required.

Mandatory Expulsion Offenses -

Students shall be expelled for any of the following incidents that occur on school campus or at a school activity off campus:

- Possessing, selling, or otherwise furnishing a firearm as verified via administration’s investigation. Ed Code §48915(c)(1).
- Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed,

sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).

- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).
- Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).
- Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

Expulsion Procedures

The school administrator identified as Principal, Assistant Principal or Dean Principal must recommend a student for expulsion for violation of Ed Codes involving limited discretion offenses and mandatory expulsion offenses. The school administrator may recommend a student for expulsion for violation of Ed Codes involving discretionary offenses provided approval by the Area Superintendent or Associate Superintendent. If the student has special needs (IEP or 504), the Regional Director of SPED or RDSS shall be notified promptly as appropriate. The RDSS will be informed promptly of any recommendation for expulsion.

The school administrator shall hold a pre-expulsion and extension of suspension conference with the student and parent/guardian upon recommending any student for expulsion. All communication with the student and parent/guardian, whether orally or in writing and whether via conference or hearing, shall be in both English and the family's native language.

At this pre-expulsion and extension of suspension conference held within 5 days of the first day of suspension, the principal or designee will inform the family of the decision to recommend expulsion, the reason for this disciplinary action, and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their defense. The parent/guardian will be given the opportunity to advocate in their student's behalf. The pre-expulsion meeting notice will be provided. Expulsion hearing rights and procedures will be provided in writing and explained. Extension of suspension notice will be provided along with giving the student and family the option of Independent Study during the period before the expulsion hearing. The principal will inform the family of their obligation if they elect to enroll in another school, to inform the school of the pending expulsion hearing.

The school shall gather all information needed to provide to the RDSS as an expulsion packet used at hearing within 10 school days of the offense. This packet includes the incident report, relevant evidence, sworn declaration witness statements, teacher guidance and behavior reports, and history of behavior and discipline, academics, intervention and student supports or services along with all required notices.

The RDSS shall provide the family with a written notice of hearing at least 10 days in advance of the hearing via certified mailing. This notice shall detail the date, time and location of hearing, a statement of facts and charges, procedures to be followed and due process rights. Such due process rights include the right to be represented by counsel or other advocate, reasonable accommodations and/or language support, review all documents used at hearing, confront or question witnesses, applicable special rules for incidents involving sexual assault and/or battery, present evidence on behalf of the student, request a “public hearing” be held, and have expulsion process completed within the timeline or be able to request postponement. A copy of Aspire Administrative Regulations along with Ed Code §48918 is included in the notice. The RDSS works with the Area Superintendent or Associate Superintendent to select three certificated administrators – principals, assistant principals or deans from other school sites – to serve as members of a neutral and impartial Administrative Panel for the expulsion hearing. The hearing is facilitated by the RDSS as hearing officer following a comprehensive written script. The hearing is confidential but is memorialized via the written script and a tape recording. The script of the hearing is delivered to LAUSD charter office and the tape recording is kept at the Aspire’s LA Regional Office. School insures impartial decision making through selection process and hearing procedures below.

At the hearing, both the school and family presents relevant evidence pertinent to the matter including testimony by witnesses. If the administrative panel determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm, the testimony of that witness may be presented at the hearing in the form of a sworn declaration. If the hearing involves a charge of sexual assault or battery, any complaining witness is given 5 days notice of their right to two adult support persons to be present at the hearing. Any alternative procedures needed to avoid the risk of serious psychological harm for such witness will be used including videotaped disposition or sworn declaration. Additionally, any evidence of instances of a complaining witness’ prior sexual conduct is presumed inadmissible at hearing.

After the school has presented its case, the family has presented their side while advocating for their student, and both sides were afforded opportunity to question witnesses, the Administrative Panel clarifies issues before deliberating in a closed session. The Administrative Panel decision on whether to expel must be supported by substantial evidence presented that shows the student committed the offense and, with limited discretion expulsion hearings, evidence supporting a required second finding of fact. The Administrative Panel completes the Official Decision RE: Expulsion including the term of expulsion and required rehabilitation plan if the decision is to expel. If the decision is no expulsion or suspend the enforcement of a decision to expel during a period of probation, the school will promptly hold a re-entry conference with the family and student to process a return to school.

Within 3 days of hearing, the RDSS will send a written notice to the family via certified mail. This notice will include a summary of the hearing, the Administrative Panel’s decision, the required term of expulsion and rehabilitation plan needed to be completed prior to re-

admission. Due process rights including the opportunity to appeal at the Aspire Board of Directors' next scheduled meeting are explained in this notice. The Board will be impartial with members not involved in the expulsion recommendation or decision, will provide reasonable accommodations and language support as well as meaningful opportunity to be heard. The appeal will be heard in closed session. The notice also includes information on any education alternative placement to be provided and the family's obligation upon enrollment at any other school to inform the school of the expulsion. Within 3 days of the Board meeting, the family will be notified in writing of the final decisions of their appeal.

If the Board affirms the Administrative Panel's decision to expel, that decision is final and the RDSS sends a notice via certified mail to the family within 3 days of the Board meeting. This notice summarizes the Board's affirmation and reiterates pertinent information from the prior notice. The RDSS also completes notification of charter school expulsion for the sponsoring district and ensures the district receives this along with the entire expulsion packet as required. If the Board determines that the expulsion should be overturned based on the appeal, the RDSS sends a notice via certified mail to the family within 3 days of the Board meeting. This notice summarizes the expulsion is overturned and that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the expulsion will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if a rehabilitation plan is met.

Approximately one month prior to the conclusion of the term of expulsion, the RDSS contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. At the time of application, evidence must be presented substantiating satisfaction of the conditions of the student's rehabilitation plan. . If the family does not submit complete documentation or the documentation does not support completion of the rehabilitation plan during the specified readmission time period, the student may still return once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. All written communication is documented and sent via certified mail.

If a student has met all terms, the student's application for readmission is reviewed by the Board for approval. If approved, the student is re-admitted and a re-entry conference with the Principal of their charter school is scheduled to promote a smooth transition.

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Element 11: Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All employees of Aspire Public Schools who qualify for membership in the California State Teachers’ Retirement System (“CalSTRS”) or the California Public Employees’ Retirement System (“CalPERS”) shall be covered under the appropriate system for the duration of the Charter School’s existence under the same CDS code. Employees will contribute at the rate established by CalSTRS or CalPERS.

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: 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.

The Charter School is a “school of choice,” and no pupil shall be required to attend the Charter School.

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

Parents that choose not to attend APA will be redirected to the ApplyLA application system for a list of public school attendance alternatives.

Element 13: Rights of District Employees

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

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

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Aspire Pacific Academy
c/o Principal
2565 East 58th Street
Huntington Park, CA 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

Aspire Pacific Academy
c/o Principal
2565 East 58th Street
Huntington Park, CA 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:

1. Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
2. Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
3. Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. 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:

- A. A description of the circumstances of the closure
- B. 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:

- Information on how to enroll or transfer the student to an appropriate school
- 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
- Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

- The effective date of the closure of Charter School
- The name(s) and contact information for the person(s) handling inquiries regarding the closure
- 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:

- 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.
- 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.
- 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:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- 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:

- 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.
- The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
- The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
- 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

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional

program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site

as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims,

damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- 1. 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).)

ADDENDUM

Assurances, Affirmations, and Declarations

Aspire Pacific Academy (also referred to herein as “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 .⁴

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.

⁴ 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.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic

information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF 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
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement

and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-

material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the

Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu

property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)