



## **ASPIRE SLAUSON ACADEMY CHARTER**

**RENEWAL CHARTER for the term July 1, 2021 through June 30, 2026**

SUBMITTED TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT ON SEPTEMBER 2, 2020

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## Aspire Slauson Academy Charter: Assurances, Affirmations and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)[1]
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)[2]
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)
- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
  - o Charter School is a not for profit entity.
  - o Charter School shall maintain a record of financial solvency and sustainability.
  - o Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
  - o In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District's waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
  - o As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

o Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

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

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the Assurances, Affirmations, and Declarations section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

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

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice

attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term "resident student" shall mean any student residing within the attendance boundary established by the District for the campus.

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

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

9/2/2020

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Stefan Bean  
Los Angeles Area Superintendent  
Aspire Public Schools

## INTRODUCTION AND OVERVIEW

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire Slauson Academy Charter (“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 38 different campuses in various school districts in California. 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 2011.

The Charter School is located at 123 W. 59th Street, Los Angeles, CA 90003.

The Charter School’s present charter term is set to expire on June 30, 2021. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

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

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Los Angeles Unified School District (“the District”) to renew the charter for the Charter School for a five-year period, from July 1, 2021 to June 30, 2026.

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 schoolsite.*

*(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 schools ... accountable for meeting measurable pupil outcomes, and provide the 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.*

*- Education Code Section 47601*



## **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(c)(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, 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(c)(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(c)(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(c)(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(d).)

## **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.

### **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 Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL)

Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Public School Choice Service Plan for Students with Disabilities**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form ("Assurance Form"). Signing the Assurance Form assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the

federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District's Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District's Special Education Local Plan Area (SELPA).

### **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 the requirements of 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).

### **SELPA Reorganization**

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

participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

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

#### **Use of District's Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

## General Information

<b>GENERAL INFORMATION</b>	
The contact person for Charter School is:	Paul Delgado, Ed.D.
The contact address for Charter School is:	123 W. 59th Street Los Angeles, CA 90003
The contact phone number for Charter School is:	(323)515-0518
The proposed address or ZIP Code of the target community to be served by Charter School is:	123 W. 59th Street Los Angeles, CA 90003
This location is in LAUSD Board District:	7
This location is in LAUSD Local District:	South
The grade configuration of Charter School is:	TK – 6
The number of students in the first year will be:	344
The grade level(s) of the students in the first year will be:	TK-6
Charter School's scheduled first day of instruction in 2021 - 2026	August 16, 2021
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.)	344
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 (Regular)  Start-End: 8:20 - 3:20  Recess: 9:50 - 10:05  Lunch: 12:40-1:20</p> <p>Friday (Minimum)  Start-End: 8:00 -1:20  Recess: 9:20 -9:35  Lunch: 11:10-11:50</p>
The term of this Charter shall be from:	July 1, 2021- June 30, 2026

### Community Need for Charter School

Aspire Public Schools is a non-profit charter management organization that operates high performing charter schools with emphasis on one overarching goal; preparing urban students for college. Aspire Slauson Academy Charter is a TK-6 Public School Choice 2.0 school in South Los Angeles that is part of the Aspire Public Schools Charter Management Organization. Aspire Slauson Academy Charter has served the community of South Los Angeles since 2011 and we firmly believe in small school models that allow for us to meet the needs of diverse student populations. Our elementary charter school is co-located with two of our other Aspire TK-6 schools at the Juanita Tate Campus (JTC). The JTC facility was built almost ten years ago and serves as a resident school for families within the community. Some key features include:

- 1) Quality education supported by high standards for all students in TK-6
- 2) Focus on meeting the needs of children and helping them succeed, no matter what it takes
- 3) Caring environment and trust building in the community through a social emotional learning (SEL) focus and restorative practices and partnerships with parents

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

**College for Certain-** Beginning in kindergarten, our Slauson Scholars are informed and inspired to succeed throughout schooling and attend college. Our TK-6 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. While this is not an exact science, there are certain non-academic skills which are taught in every Aspire classroom to prepare students with the habits of mind to be successful in college AND in life. These include many of the following, which are emphasized by all teachers, staff, and leaders (through choices in literature, classroom activities, morning meetings, town halls, and events) and are incentivized and reinforced throughout the Charter School:

- Be humble and ask for help
- Take risks and manage change
- Develop critical thinking and time management skills
- Manage your thoughts and actions
- Respect yourself and form healthy relationships
- Appreciate diversity
- Take responsibility
- Have a growth mindset

The spirit of "College for Certain" runs very high, from the first day of school when all students become part of college graduating "classes" and are identified as such all year. College for Certain is the driving force behind the academic program, as well as the motivation to thrive and succeed in Aspire schools. 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 at Aspire Slauson Academy Charter 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, Balanced Literacy, Writer's Workshop, as well as EL Achieve and Stemscores for Science. In order to strengthen communication skills for our multi-language learners, our program has a strong focus on academic discourse. Aspire Slauson Academy Charter has engaged in a variety of supports around academic discourse through a variety of Professional Developments and Training for the staff. Our goal in language and communication skills is to build more integrated instructional practices that support language use in the classroom in order to meet the needs of all students through diversified learning experiences. The staff has engaged in the following supports for this focus area:

- Book Study using Academic Conversations by Jeff Zwiers and Marie Crawford
- Instructional Rounds with a Focus on Academic Discourse
- Professional Development and Training Around Language Objectives and Integrated English Language Development
- Professional Development and Training Around 5 Core Skills of Academic Conversations
- Grade Level Lesson Planning Supports with a Focus on Language Routines
- Observations and Coaching Feedback around Academic Discourse



- School-wide Implementation of Academic Conversation Behaviors
- School-wide Implementation of Sentence Starters Progression
- School-wide Implementation of Language Routines

**English Language Development-** Aspire Slauson Academy Charter focuses on the development of the English language for all students as multi language learners. Teachers engage in designated and integrated English Language Development (ELD) instruction to strategically and overtly address the needs of students. In 20-21 we will move into our fifth year of implementation of our EL Achieve curriculum for designated instruction. Teachers implement a variety of integrated ELD strategies in the content areas to meet state and federal guidelines for Designated and Integrated ELD. Given that our designated instructional model has resulted in a 32% reclassification (according to the California Department of Education’s DataQuest portal) rate for the 18-19 school year, we are now planning on increasing professional development for teachers around ELD instruction to continue growing and reclassifying students that are ELLs.

We will partner with representatives from the “Be GLAD” professional development organization to schedule and train our team on integrated ELD instructional strategies. The Be GLAD project is a professional development organization in the area of language acquisition and literacy employing Project GLAD model and strategies to teach theory to educators and transform it into incredible practical teaching activities. It is a professional development model in the area of academic language acquisition and literacy where strategies specifically target and promote language skills, academic achievement, and cross-cultural skills with groundbreaking efficiency.

The Slauson team is looking forward to building capacity in integrated ELD instructional strategies that we can incorporate into all other content areas throughout the day and support all learners at varying levels of language development. Included in the extended training program that will be held at our school site, we will be provided access to observational tools to check for efficacy, content with instructional routines, opportunities to articulate vertical alignment across grade levels to meet state mandates, and create a school environment responsive to diversity with an inclusive learning environment. Through the implementation of designated and integrated ELD instruction, we hope to increase the achievement of all ELLs and support all students with learning to apply complex language skills within any content area.

**Social Emotional Learning-** Aspire Slauson Academy Charter has invested ample time and effort in building a strong Trauma Sensitive School model that is culturally responsive to the diverse needs of the students at our academy. 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.

Over the years, the principal has worked closely with the school site counselor and the instructional deans to strengthen our counseling model which is designed to address the immediate needs of our students, our families, and our community. At Aspire Slauson Academy Charter, we have adopted SEL practices that are research based and serve to support the wide range of our student needs. In particular, this includes

working with organizations to provide the necessary resources and supports for students, parents, and staff.

Each year, Slauson continues to have counseling supports in place to address the numerous causes of trauma that result from traumatic life events, economic hardship, abuse, violence, or neglect. In addition to our comprehensive approach to SEL for students through our PATHS Curriculum, teachers also engage in SEL for well-being, mental health, and emotional intelligence due to the high risk of secondary trauma inflicted by elements of compassion fatigue. Compassion fatigue and its kin, such as secondary traumatic stress, PTSD, empathic distress and vicarious trauma, can interfere with teachers' ability to supporting learning in our classrooms. Therefore, providing authentic, sustainable self-care daily can help manage and lessen the disruptive issues associated with compassion fatigue. Our work with emotional intelligence, self-care, and well-being lends to our capacity for meeting the SEL needs of our students that come into our classrooms with a spectrum of trauma related challenges.

**Restorative Practices-** Aspire Slauson Academy Charter is guided by a powerful equity belief statement, and the school community focuses on restorative rather than punitive approaches to behavior. This includes an expectation of Culturally Responsive Teaching and creative, meaningful alternatives to suspension. In addition, Slauson is focused on strengthening and repairing relationships in the classroom and across the school community. Slauson believes that all 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 can thrive and achieve their full potential.

**Access to Technology-**Aspire Slauson Academy Charter is deeply committed to closing racial achievement gaps and eliminating the digital divide where impoverished youth have less access to computers and the internet. Aspire Slauson Academy Charter offers student devices (typically Chromebook) 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 Slauson Academy Charter. 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. With a growth mindset, Aspire Slauson Academy Charter is using reflection, data, and all stakeholders input to constantly improve its educational program and increase student success.

**Catalyze Change-** One of the key elements of the program at Aspire Slauson Academy Charter is to catalyze change within communities; and in South Los Angeles, where, traditionally, students have underperformed and have had less access to high performing schools, it is expected that the innovative academic program, the intense scrutiny and accountability, and the caring equity-focused environment will serve to encourage change in other area schools by providing a very visible, viable, and meaningful educational experience that changes the odds for students through high school and beyond. In fact, it is hoped that there is a ripple effect throughout South Los Angeles, 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, literacy fairs, fall or spring festivals, and toy giveaways.
- Participating in specials committees or clubs reflecting parent interests, such as the African book clubs, fundraising, etc.
- Assisting with student programs, such as our service events, chaperoning field trips, or helping set up classroom libraries
- Parents also take part in committees that have a direct impact on the community such as the ones listed below:
  - African American Heritage Committee- plan and execute the annual African American Heritage Block Party
  - Student Safety Parent Community Committee- plan, organize and petition for revised safety measures such as the safety valet drop off/Pick up system
  - Parent Task Force- Provide input in regional changes to curriculum and parent outreach

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 Parent Square, and annual opportunities to respond to formal school surveys. The Charter School continues to strengthen the involvement of parents by improving the approach to School Site Council and ELAC, with a Parent Coordinator whose job it is to bring parents and their voices into every aspect of the school. The South Los Angeles 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.

## Aspire Slauson Academy 2018 – 2019 SBAC Data

ELA SBAC	16-17	17-18	18-19
3 <sup>rd</sup> Grade	38%	40%	27%
4 <sup>th</sup> Grade	32%	40%	47%
5 <sup>th</sup> Grade	23%	29%	41%
6 <sup>th</sup> Grade	58%	30%	20%
School Wide Performance	34%	36%	33%

Math SBAC	16-17	17-18	18-19
3 <sup>rd</sup> Grade	32%	38%	34%
4 <sup>th</sup> Grade	17%	38%	44%
5 <sup>th</sup> Grade	16%	16%	28%
6 <sup>th</sup> Grade	25%	17%	25%
School Wide Performance	20%	26%	34%

### Sub-Groups

ELA SBAC	16-17	17-18	18-19
African American	11%	0%	22%
SPED	14%	18%	38%
ELL	26%	35%	33%

Math SBAC	16-17	17-18	18-19
African American	0%	0%	22%
SPED	7%	19%	31%
ELL	18%	28%	37%

### **Academic Performance:**

Aspire Slauson Academy Charter is proud of our growth in several key areas during the charter term and academic school years 2016-2020: English Language Arts (ELA), Mathematics, English Language Development, Positive Behavior Interventions and Supports (PBIS), and Multiple Tiers of Student Supports (MTSS).

In the area of ELA, our improvement is found throughout most of our TK-6 grade cohorts with the shift in curriculum and more strategic planning using data. We contribute this growth to our continued implementation of Reader' Workshop, Writer's Workshop and using a combination of Lucy Calkins curriculum and Balanced Literacy. At the beginning of each unit, teachers are afforded systematic planning time with our Dean of Instruction and involves collaborative planning sessions with all instructors who work with the same group of students. This includes instructional assistants, special educators, and instructional team members. Within balanced literacy, Aspire Slauson Academy Charter's instructional priorities have been centered around the key shifts in ELA: regular practice with complex texts and their academic language; reading, writing, and speaking grounded in evidence from texts, both literary and informational; building knowledge through content-rich nonfiction.

In the 2018-2019 academic year, the planning process included components to analyze data related to the challenges and supports needed for our bilingual emergent students and students with disabilities (SWD). In the 2019-2020 academic year, we noticed a need for change given our test scores stayed the same. Given this data point, we made a decision to change from the Wonders curriculum to full

implementation of Balanced Literacy using the Reading, Writing, and Phonics Units of Study. This includes backwards mapping the unit and building an understanding of the standards and work that is to be addressed. In addition, in the 2019 - 2020 academic year, we began to analyze which standards were taught within the unit, and use the end of unit assessments or created our own status of the class to measure mastery of the standards within the unit. Teachers on the ELA team analyze pre and post assessments in reading and writing to analyze growth and make groups for small group teaching, or whole class reteaching.

The California Dashboard measures SBAC performance in ELA and Math in Distance From Standard (DFS). The further below the standard, the greater the negative value. Increases in performance result in negative values closer to zero (Standard) or above standard. Based on SBAC performance data, Aspire Slauson Academy Charter has demonstrated a relatively consistent Schoolwide performance in English Language Arts with a DFS of -43.6 in 2017 and a decrease in DFS at -40.9 in 2019.

Most of Aspire Slauson Academy Charter's statistically significant subgroups' DFS has remained steady from 2018 to 2019, with an increase in DFS for Students with Disabilities who had an average DFS of -76.1 in 2018 and increased their performance to -36.3 in 2019.

Similar Schools	Schoolwide 2017 ELA (DFS)	Schoolwide 2018 ELA (DFS)	Schoolwide 2019 ELA (DFS)
<b>Aspire Slauson Academy Charter</b>	<b>-43.6</b>	<b>-40.2</b>	<b>-40.9</b>
Sixty First Elementary School	-78	-61	-44.7
Sixty Sixth Elementary School	-37.7	-35.7	-33
Fifty Ninth Elementary School	-101.9	-86.6	-59.2
Seventy-Fifth Street Elementary	-58.9	-44.9	-47.1
Estrella Elementary	-49.4	-42.1	-39.3

***\*\*taken from CA Dashboard (2017 - 2019 data)***

<b>ASA ELA Data by Subgroup</b>	<b>2017 ELA (DFS)</b>	<b>2018 ELA (DFS)</b>	<b>2019 ELA (DFS)</b>
<b>English Learners</b>	<b>-42.7</b>	<b>-45.2</b>	<b>-44.4</b>
<b>Socioeconomically Disadvantaged</b>	<b>-43.6</b>	<b>-40.2</b>	<b>-40.9</b>
<b>Hispanic</b>	<b>-40.4</b>	<b>-37.8</b>	<b>-39.2</b>
<b>African American</b>	<b>-80.1</b>	<b>*no data</b>	<b>*no data</b>
<b>Special Education</b>	<b>-71.6</b>	<b>-76.1</b>	<b>-36.3</b>

***\*\*taken from CA Dashboard (2017 - 2019 data)***

During the 2016-2017 school year, Aspire Slauson Academy Charter adopted and piloted Eureka Math. As part of Aspire Slauson Academy Charter's implementation, all instructors and school leaders received the recommended professional development on the curriculum and instruction from Great Minds. In 2017-2018, Aspire Slauson Academy Charter fully implemented Eureka Math at all grade levels. This led to vertical alignment in our instructional practices and routines.

As part of our instructional improvement, our Lead Teachers team went to Standards Institute to deepen their knowledge of grade level standards and then came back with shared understandings and practices to implement during the year. This included a weekly planning template with agreed upon component parts, as well as a uniform system for collecting formative data via exit tickets. Outside of the planning template, Standards Institute has provided a space for us to be intentional about ensuring the cognitive lift is on students. When thinking about equity, we approach our subgroups with the understanding that we must trust our students to do the work. We use a variety of progress monitoring practices, including cycles of inquiry and daily formative assessments to monitor student progress and make data-driven instructional adjustments. Grade level teams analyze data by conducting data talks with the Lead Team to analyze trends, make adjustments to instruction, and provide additional support or enrichment for students through cycles of inquiry. This also means we are intentional about scaffolding and providing resources for students to access grade level standards. Through consistent instructional practices and an intentional equity lens, we have been better able to support our subgroups.

Additionally, all mathematics classrooms include common practices that include usage of Stanford SCALE's mathematical language routines, standards of mathematical practices and collaborative group structures where students engage in partnerships and are able to express their thinking verbally and through writing.

Based on 2018-2019 SBAC performance data, Aspire Slauson Academy Charter has increased School-wide performance in Math narrowing the 2017 Math DFS of -60.8 to -43.4 in 2019.

Comparison to Similar Schools	Schoolwide 2017 Math (DFS)	Schoolwide 2018 Math (DFS)	Schoolwide 2019 MATH (DFS)
Aspire Slauson Academy	-60.8	-48.9	-43.4
Sixty First Elementary School	-81.2	-64.2	-54.9
Sixty Sixth Elementary School	-59.4	-58.2	-53.6
Fifty Ninth Elementary School	-119.8	-110.1	-85.4
Seventy-Fifth Street Elementary	-76.1	-60.7	-59.8
Estrella Elementary	-57.2	-46.2	-46.2

***\*\*taken from CA Dashboard (2017 - 2019 data)***

ASA Math Data by Subgroup	2017 Math (DFS)	2018 Math (DFS)	2019 Math (DFS)
English Learners	-58.2	-46.4	-39.9
Socioeconomically Disadvantaged	-60.8	-48.9	-43.4
Hispanic	-58.1	-46	-38.6
African American	-102.5	*no data	*no data
Special Education	-93.2	-47.1	-53.6

***\*\*taken from CA Dashboard (2017-2019)***

Aspire Slauson Academy Charter has a designated and integrated English Language Development (ELD) program. All English Learners (ELs) are placed in a designated ELD group based on formative data collection, previous year's ELD data, and ELPAC data. Based on students' grade level span and proficiency level, they are placed in one of the following: K, 1-2, 3-5, 5-6 beginning/early intermediate, intermediate, or early advanced/advanced group. Based on their language proficiency, students receive specific instruction aligned to the ELD standards and progression.

Integrated ELD occurs throughout the school day in all content areas by providing access through language supports. Teachers emphasize academic discourse through strategic partnerships, structured talk protocols, levels of questioning, and sentence starters/frames. Academic Conversations by Jeff Zwiers has been a seminal text used to ground this work. In addition, our teachers are GLAD trained and have committed to using the following strategies to support language acquisition across all content areas: cognitive content dictionary, observation chart, inquiry chart, pictorial input chart, comparative input chart, 10/2, chants, team tasks, process grid, and expert groups.

Some challenges that we saw in the 19-20 school year is that we were not able to finish the ELPAC due to the pandemic to get an accurate reclassification rate. What we are currently doing is finish the summative ELPAC for those students who have the potential to reclassify and that will increase our reclassification rate. Also we are looking at data closely to see what area students are having most difficulty with. One area that our students are struggling with is the writing portion of the ELPAC. Students are working on meeting content standards as well as building stamina, which will both support with reclassification.

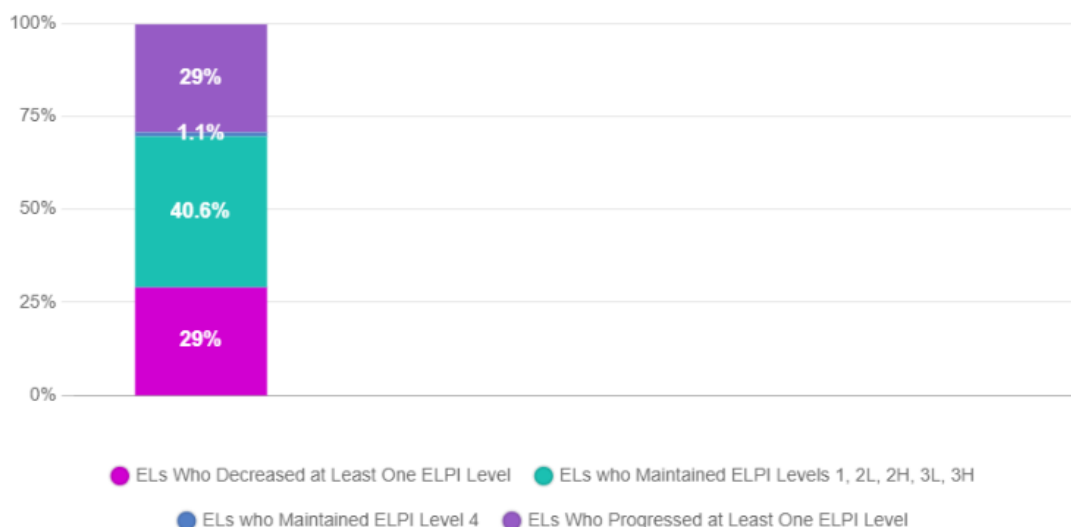
### ASA English Learner (EL) Reclassification Rates

	16-17	17-18	18-19	19-20
<b>ASA</b>	19.9%.	19.9%	31.8%	5.5%
<b>Authorizing District: Los Angeles Unified School District</b>	16.8%	20.1%	22.8%	15.8%.

*\*Taken from California DataQuest (2016-17 School Year to 2019-20 School year)*

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



*Taken from California Dashboard 2019: Aspire Slauson Academy Charter*



As part of our annual school improvement plan, Aspire Slauson Academy Charter has successfully launched new structures that support a positive culture on campus. As such, we are in our fourth year of implementation of Positive Behavioral Interventions and Supports (PBIS). This shift brought our teachers and staff into alignment with a common approach where we have shared values – safety, responsibility, and respect – that guide interactions with our students. With PBIS, the focus has shifted to positive reinforcement practices and an emphasis on students learning from their mistakes rather than being punished for them. There is a shared emphasis on teaching clear expectations, providing students the opportunity to practice those expectations, and providing reinforcing feedback. This is evidenced in weekly school-wide behavioral goals, daily positive reinforcement, and periodic acknowledgement and recognition ceremonies.

Connected to our shifts to PBIS, is our ongoing work with restorative practices and logical consequences. This model has contributed to positive school culture and climate and to our decrease in suspensions. We have invested over three years of work in shifting our mindset and practices to non-punitive responses. In various cases where students have exhibited behavior not in alignment with our shared school-wide values, we have utilized restorative conferences and conflict mediation as alternatives to suspension. Students have been held accountable through the use of logical consequences. Furthermore, as our teachers and staff have improved in their understanding and application of logical consequences in the classroom, it has decreased the number of incidents that escalate to the level of considering suspension.

Many behavioral incidents that often are treated as suspendable offenses originate on the playground. We have been able to reduce problematic behaviors at recess through an emphasis on strong training for our playground supervisors (referred to as campus monitors) and a shared vision for recess. Campus monitors have had professional development on best practices for recess supervision, meet regularly, and receive coaching feedback. We refer to our shared vision as SPF<sup>2</sup>, which means our goal is to have a safe, positive, fun, and fair recess for all of our students. This guiding vision influences how we manage the playground and try to prevent escalated behaviors from occurring.

The 2018-2019 school year was our second year of explicit focus on building our knowledge and awareness of trauma-sensitive school models and practices. These practices overlap with our commitment to a PBIS-aligned approach and restorative practices. A trauma-informed approach has helped us to improve in our understanding about how trauma affects behavior. This emerging understanding has, in turn, been helping us be more compassionately responsive in how we deal with behaviors that have historically been handled through suspension or other forms of exclusionary discipline.

Aspire Slauson Academy Charter has implemented a multiyear Multi-Tier Student Support Plan.

**Year 1 Goal (2018-2019):** Develop, implement, and refine our MTSS framework at Slauson.

**Year 2 Goal (2019-2020):** Effectively implement MTSS focused on CCSS, core instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

**Vision Statement:** Aspire Slauson Academy Charter's MTSS team will utilize a systematic framework to make collaborative, culturally responsive, student-centered decisions to ensure that all scholars' needs are met.

**Mission Statement:** Aspire Slauson Academy Charter’s MTSS team will ensure that all students have equitable opportunities to learn and all students are supported by:

- Fostering a Growth Mindset in approaching our work and amongst one another, including high expectations for all of our scholars to meet high standards of excellence
- Critically analyzing and using data while keeping each individual Slauson scholar as a “whole child” in mind
- Maintaining a safe space while utilizing all stakeholders’ strengths
- Engaging in the continuous cycle of improvement to identify appropriate student supports and resources through a tiered model
- Implementing all research-based interventions with fidelity

As part of MTSS, we have systems and structures to provide support across all tiers. Data is a driving factor across all tiers. Teachers engage in data analysis to identify next steps with whole group instruction, small groups of students, and individuals. Within Tier 1 instruction for ELA, students receive differentiated instruction to meet their individual needs. Teachers engage in conferring with all students in reading and writing. Within Tier 2 instruction, students who need additional support accessing grade level standards are provided with skill based small group instruction. Within Tier 3, students identified as having unfinished learning (gaps in foundational skills) are provided with unfinished learning instruction in the form of foundational skills and guided reading, in addition to grade level content. Within Tier 1 instruction in math, students are receiving differentiation for concept development. Small group targeted Tier 2 instruction is provided for students needing additional support for concept development and fluency. Tier 3 students identified with unfinished learnings are provided with additional remedial instruction in previous grade level math concepts and fluency development.

**Key Features and Growth Areas:**

Aspire Slauson Academy Charter is currently working to improve our formative data collection to effectively differentiate instruction to address any unfinished learning. In addition, we are working to improve our Co-Teach model so that we see continued growth across all subgroups.

The following chart demonstrates our ADA for the past few years which is an area of growth. We strive for 97% and although we have gotten close, we have some work to do. We are currently working alongside our counselor and parents to gather more ideas on how to make these numbers grow. We now have assemblies to highlight perfect attendance, Never Been Absent (NBA) club where students receive a shirt and badges for attendance, we spotlight classrooms in Parent Square with perfect attendance, and we make phone calls home. Most of all we are working with our families to build strong relationships and have PBIS so that students feel more inclined to be in school everyday.

### **Enrollment and ADA data**

<b>Year Slauson</b>	<b>Enrollment</b>	<b># of Suspensions</b>	<b>% Suspension Rate</b>	<b># of Average Daily Absences</b>	<b>% ADA</b>
2017-2018	340	1	0.3	12.9	96.2%
2018-2019	336	1	0.3	15.1	95.5%
2019-2020	344	1	0.3	13.4	96.1%

### **ELA – Balanced Literacy for Reader’s Workshop**

In looking at our data, we realized we had to change our approach to teaching. Our fourth grade class piloted Readers Workshop and found significant success. Since we remained stagnant, in ELA we moved to full implementation of Reader’s Workshop in grades K-6. The Reader’s Workshop model has helped to increase our student’s love of reading with the curriculum’s focus on providing more independent practice in reading skills and choice. Our students have gained strategies that support critical thinking skills and increased comprehension. Student engagement is higher as students read deeper to connect with the text.

To support teachers in preparing for this new curriculum, professional development has been provided in house by Growing Educators along with our admin team to ensure alignment to our school’s shared vision. Teachers participated in instructional labs that were tailored specifically for Kinder through 2nd grade and 3rd through 6th grade. Additionally, numerous planning days were scheduled for classroom teachers, instructional aides, and special education teachers to dissect the lessons, standards, and the structure of the Reader’s Workshop model, in order to internalize lessons, gather resource materials, differentiate, and deliver instruction successfully.

In an effort to continue building teacher’s capacity in Balanced Literacy, we organized instructional labs following the Teacher’s College model for immediate alignment across all grade levels. These labs give teachers the opportunity to observe a lesson and discuss their takeaways with colleagues. Teachers then plan the same lesson and deliver it to a small group of students. This practice equips teachers with the tools, knowledge and confidence to deliver engaging and rigorous reading instruction.

### **TK – 2<sup>nd</sup> Phonics – Lucy Calkins**

At Slauson we made several major changes since the 18-19 school year in regards to curriculum. We have begun implementing the Lucy Calkins Units of Study in Phonics in grades TK-2 and we are seeing a love for learning in the classrooms already. Moreover, we had readers in Kindergarten before the end of the first semester. One educator in each grade level including one of the deans attended Teachers College. Teachers now use informal data collection methods in order to address student gaps during guided reading and small pull out groups. Also, in order to grow as learners and educators, we have participated

in Instructional Labs with a phonics focus where we were able to observe a teacher in action during phonics, teach a lesson, and receive feedback.

### **Addressing Unfinished Learning in the Early Years**

We have reflected on the importance of ensuring that our students in TK-2 that do not take the SBAC or monitoring progress on a frequent basis. We wanted to not over assess our younger students, but we still wanted to collect valuable data that demonstrates growth throughout time. Also to show us who is not growing over time in order to best address gaps in learning we administered several assessments without them being too taxing on students, but still providing us with important data. The assessments and steps we took were:

- The Primary Reading Diagnostic (PRD) which measures students' foundational reading skills which we now administer 3 times a year.
- Developmental Reading Assessment (DRA)
- Math module assessments.
- Writing pre and post assessments and analysis
- Data talks to plan for next steps of instruction.
- Small group centers to improve unfinished learning.
- The PRD is an assessment where we sit one on one with the students and collect data around phonological awareness, phonemic awareness, sight word fluency, phonics and decoding survey. At the beginning of the year we administered the whole assessment and in the middle and at the end of the year we administered only the sections where the students did not show mastery.

The DRA is the standardized test we used to determine a student's instructional reading level. We administered it three times a year in first and second grade and twice for Kindergarten. We used the progress monitoring portion to make it more manageable for teachers and students. This information helped guide our instruction by analyzing miscues and plan for next steps in small groups.

For writing, we use the Lucy Calkins Units of Study pre and post on demands in all grade levels to gauge where students are in the writing process. We look at the pre on demand data and know what to target during our lessons and conferring. We try to meet with every student weekly during their conferences and guided towards mastery of the unit's rubric.

In summation, if we target addressing the academic gaps of students in the younger grades, then when they get to third grade we can begin to close the gap. Our focus is ensuring that students are reading complex texts and are able to have academic conversations that demonstrate mastery of the standards.

### **Student Population To Be Served**

Aspire Slauson Academy Charter's educational program is based on the instructional needs of our target student profile. Slauson Academy 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 ASA is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.
- Students with low socioeconomic status who are homeless and are at risk for retention or future dropout.
- Students with a range of special needs that do not necessarily have IEPs who will thrive in a mainstreamed general education classroom where supports are provided by specialists who push in and collaborate with teachers of record.
- Students who require a smaller scale school wide environment with strong school Climate and Culture and teachers that are skilled at being culturally responsive.
- Student who want to be part of a student government.
- Students who are interested in a variety of affiliation groups.
- Students that are new to the country and speak a dialect.
- Demographics of School: 90% Latinx, 10% Black students

Enrollment Roll-Out Plan					
Grade	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K (incl. TK)	28	28	28	28	28
1	50	30	54	34	36
2	50	54	36	56	44
3	54	56	54	46	58
4	54	58	56	60	58
5	54	58	56	60	60
6	54	60	60	60	60
<b>Total</b>	344	344	344	344	344

## **Goals and Philosophy**

### **Aspire Slauson Academy Charter's Vision**

Aspire Slauson Academy Charter's (ASA) vision is grounded in Culture and Climate, Instruction, and Relationships. The seven pillars for ASA are Creativity, Innovation, Love, Focus, Commitment, Accountability, and Equity.

### **Aspire Slauson Academy Charter's Mission**

Aspire Slauson Academy Charter's (ASA) goal is to provide all students with an exceptional education that allows them to excel inside and outside the classroom. ASA 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. Aspire Slauson Academy Charter 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.

### **The Educated Person in the 21st Century**

Aspire Slauson Academy Charter 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. They must also collect 21st century technological tools in order to navigate the evolving world of computers and technology. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

### **How Learning Best Occurs**

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

In order to prepare students to succeed in college, ASA'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.

Given the nature of our diverse student body, it has been essential for Aspire Slauson Academy Charter to place priority and emphasis into understanding what being culturally responsive to our students means and how to implement in effective ways. We have learned and deeply understand that in order for learning to occur, all students - regardless of background or ability -- must feel safe, loved, and included when expected to learn and grow in their school environments. At Aspire Slauson Academy Charter, we have invested in developing our identity as a school and we take pride in characterizing our educators as warm, caring, nurturing warm demanders that have high expectations of all students. With that, we have developed in our capacity with building a trauma-sensitive school model that ensures all students struggling with trauma at any level are supported and setup for success. Our trauma sensitive school model is maintained through careful implementation of elements such as Culturally Responsive Teaching, Culturally Response PBIS model, Responsive Classroom Elements, Promotion of Authentic Engagement and Rigor through Neuroscience, and application of various relationship frameworks that support the idea that in order for all students to learn we must validate, affirm, build, and bridge. At Aspire Slauson Academy Charter, we take time to listen to our students and to guide the way with a growth mindset and an asset based lens.

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

## Annual Measurable Goals

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

Measurable Pupil Outcomes	
MPO GOAL #1 (Aligns to LCAP Goal #1)	
<i>Create safe, inclusive, and welcoming learning environments where students attend are connected to their schools</i>	Related State Priority: 1, 5, 6
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> <li>-Principal will work closely with plant manager to analyze school Facility Report Card used to assess the condition of the building and campus and the operations of the school to continue improving in areas receiving less than a 3 on reports</li> <li>-Principal will work closely with Office Manager, Office Assistant, Parent Coordinator, Counselor, and Dean of Instruction to develop a cohesive and effective attendance improvement action plan</li> <li>-Principal will work closely with Dean of Instruction to develop an action plan for strengthening school culture for a safe and civil school environment</li> <li>-Improve models for CRPBIS, Restorative Practices, Tier 1 Classroom Management, and loss of instructional minutes</li> <li>-Develop a school wide beautification plan to improve the school and its facilities. Implement one beautification project per year.</li> <li>-Enhance yard safety and student play areas by implementing one recess/yard based project per year. -Students will feel school affiliation by having opportunities to participate in sports, art, and science throughout the year.</li> <li>-Students will feel school affiliation by adding additional enrichment programs yoga and leadership opportunities for students.</li> <li>-Provide training to all staff on school attendance policies.</li> <li>-Include all stakeholders in attendance meetings (attendance support plans, SART, SARB). Establish a school wide attendance incentive system for all stakeholders.</li> <li>-Provide training for all staff members on school wide discipline system, including suspension protocols and restorative practice protocols.</li> </ul>	
Goal 1, Outcome 1: Receive 3s/4s or better on the Facility Report Card used to assess the condition of the building and campus and the operations of the school.	
Metric: Aspire created school Facilities Report Card. The Scale is 1 - 5. 5 is the highest score a school can receive.	
Expected Annual Measurable Outcomes:	



APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
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	*	*	*	*	*
Students with Disabilities	4	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	4	Maintain	Maintain	Maintain	Maintain	Maintain
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	4	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*
White Students	Not numerically significant at this time	*	*	*	*	*

\*subgroup is not numerically significant at this time

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Goal 1, Outcome 2a: Increase ADA to 96.5% or better.

**Metric:** Attendance reports submitted to LAUSD

**Expected Annual Measurable Outcomes:**

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	95.5%	97%	Maintain	Maintain	Maintain	Maintain
English Learners	95.7%	97%	Maintain	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	95.5%	97%	Maintain	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	*	*	*	*	*
Students with Disabilities	95.7	97%	Maintain	Maintain	Maintain	Maintain
African American Students	95.5%	97%	Maintain	Maintain	Maintain	Maintain
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	95.6%	97%	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*
White Students	Not numerically significant at this time	*	*	*	*	*

\* subgroup is not numerically significant at this time.

Goal 1, Outcome 2b: Maintain less than 5% chronic absenteeism rate for all significant subgroups.						
Metric: Attendance reports submitted to LAUSD						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021- 22	2022- 23	2023-24	2024-25	2025-26
All Students (School-wide)	13.4%	8.0%	5.0%	Maintain	Maintain	Maintain
English Learners	13.0%	8.0%	5.0%	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	13.4%	8.0%	5.0%	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	*	*	*	*	*
Students with Disabilities	11.9%	8.0%	5.0%	Maintain	Maintain	Maintain
African American Students	35.3%	15%	10%	5%	Maintain	Maintain
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	11.2%	8.0%	5.0%	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*

White Students	Not numerically significant at this time	*	*	*	*	*
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\*subgroup is not numerically significant at this time

Goal 1, Outcome 3: Maintain suspension rate of less than 2.3% and consistently implement restorative practices with 100% fidelity.						
<b>Metric:</b> California Dashboard- Suspension Indicator						
<b>Expected Annual Measurable Outcomes:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	0.3%	Maintain	Maintain	Maintain	Maintain	Maintain
English Learners	Not numerically significant at this time	*	*	*	*	*
Socioecon. Disadv./Low Income Students	Not numerically significant at this time	*	*	*	*	*
Foster Youth	Not numerically significant at this time	*	*	*	*	*
Students with Disabilities	Not numerically significant at this time	*	*	*	*	*
African American Students	Not numerically significant at this time	*	*	*	*	*
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*

Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	0.3%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*
White Students	Not numerically significant at this time	*	*	*	*	*

\*subgroup is not numerically significant at this time

Goal 1, Outcome 4: 80% or more of students will feel positive school affiliation, safe, and secure						
<b>Metric:</b> Student and Family Surveys						
<b>Expected Annual Measurable Outcomes:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	78%	80%	Maintain	Maintain	Maintain	Maintain
English Learners	66%	75%	80%	Maintain	Maintain	Maintain
Socioecon. Disadv./Low Income Students	74%	78%	80%	Maintain	Maintain	Maintain
Foster Youth	Not numerically significant at this time	*	*	*	*	*
Students with Disabilities	73%	77%	Maintain	Maintain	Maintain	Maintain
African American Students	79%	80%	Maintain	Maintain	Maintain	Maintain
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	75%	80%	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*

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

\*subgroup is not numerically significant at this time

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	
Specific Annual Actions to Achieve Goal						
<div>-Principal will work closely with Parent Coordinator and Dean of Instruction to utilize SSC and ELAC manual to assembly and execute parent involvement groups to improve student achievement areas</div> <div>-Parent Coordinator will work with principal to maintain communication with parent regarding all events aimed at improvement involvement and engagement by using ParentSquare, Newsletters, Teacher Conferences, and Auto-Calling Systems</div> <div>-Principal will hold monthly Parent Meetings and will work to increase parent involvement</div> <div>-Principal will incorporate relevant topics and will provide opportunities for parents to voice their opinions and to address topics of concern or in question</div> <div>-Host monthly parent workshops throughout the year with the enhanced collaboration between the leadership team, faculty, and staff.</div> <div>-Host monthly school tours and parents on the playground.</div> <div>-Involve parents as volunteers in the school working on projects collaboratively. -Host family events at the school throughout the year.</div> <div>-Host more special education parent workshops throughout the year with the enhanced collaboration between the admin team and sped team.</div>						
Goal 2, Outcome 1: Increase Parental Involvement through parent groups and the School Site Council with at least 70% of parents sharing in a family survey they have a voice in decision making and are empowered to help schools improve and strengthen their programs.						
Metric: Parent Surveys, School Site Council Sign-in Sheets, Interviews						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	44%	60%	70%	maintain	maintain	Maintain
English Learners	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Socioecon. Disadv./Low Income Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Foster Youth	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal



Students with Disabilities	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
African American Students	included in schoolwide Goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
American Indian/Alaska Native Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Asian Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Filipino Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Latino Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Native Hawaiian/Pacific Islander Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Students of Two or More Races	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
White Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal

Goal 2, Outcome 2: Increase Parental Involvement through parent groups and ELAC (Parents of subgroups of students who are English Learners) with at least 70% of parents reporting they have a voice in decision making and are empowered to help schools improve and strengthen their programs.						
<b>Metric:</b> Parent Surveys, School Site Council Sign-in Sheets, Interviews						
<b>Expected Annual Measurable Outcomes:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide) including all subgroups	44%	60%	70%	maintain	maintain	maintain
English Learners	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Socioecon. Disadv./Low Income Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Foster Youth	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Students with Disabilities	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
African American Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
American Indian/Alaska Native Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Asian Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Filipino Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal

Latino Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Native Hawaiian/Pacific Islander Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Students of Two or More Races	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
White Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal

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: 6, 7	
Specific Annual Actions to Achieve Goal						
<div>-School site, teachers, principal, and counselor will implement an evidence-based social emotional learning curriculum in grades K-6 that will complement our school-wide approach to Restorative Practices and Community Circles</div> <div>-Counselor will work with Dean of Instruction to develop a SEL curriculum pacing calendar that all grades will adhere to and will receive appropriate training and effective implementation</div> <div>-Principal and Dean of Instruction will design and develop an appropriately-aligned RTI tiered model system that will address the needs of students as it relates to social-emotional, behavioral, and academics.</div> <div>-Provide trainings to faculty and staff on SEL curriculum.</div> <div>-Implement SEL cycles of inquiry, which includes data analysis and strategic planning.</div> <div>-Host family workshops on SEL topics and learning.</div> <div>-Provide coaching sessions and systematic professional development to faculty and staff on Restorative</div> <div>-Implement community circles (as part of Restorative Practices) in all classrooms.</div> <div>-Upon enrollment, teacher and counselor will meet with foster youth’s family to determine appropriate next steps for the school year.</div> <div>-Provide trainings to teachers and staff on SEL curriculum, with a focus on supporting and accessing ELs and low income youth.</div>						
Goal 3, Outcome 1: 100% of students participate in a Social Emotional and Behavioral Learning program to increase self-awareness, communication skills, and executive functioning skills						
Metric: PATHs Curriculum, Mood Meters, Community Circles, Check-ins						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
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	*	*	*	*	*
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain

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

\*subgroup is not numerically significant at this time

Goal 3, Outcome 2: Implement a tiered MTSS student intervention and support model to achieve an annual growth percentage of at least 10% for all students reading at or above reading level as measured by the STAR Renaissance reading assessment. Teams will strengthen all Tier 1 practices to improve tiered percentages to demonstrate that only 32% of students receive Tier III Intervention supports, 29% of students receive Tier II Intervention supports, and remainder of students receive Tier I in classroom

**Metric:** On Course disposition summary, MTSS

**Expected Annual Measurable Outcomes:**

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	28% at or above	38% at or above	48% at or above	58% at or above	68% at or above	78% at or above
English Learners	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Socioecon. Disadv./Low Income Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Foster Youth	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Students with Disabilities	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
African American Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
American Indian/Alaska Native Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Asian Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal

Filipino Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Latino Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Native Hawaiian/Pacific Islander Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
Students of Two or More Races	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal
White Students	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal	included in schoolwide goal

Goal 3, Outcome 3: 100% of scholars participate in and attend electives daily including physical education and art for grades K-6. Maintain 100% of pupil enrollment in broad course of study						
<b>Metric:</b> On Course disposition summary, MTSS						
<b>Expected Annual Measurable Outcomes:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
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	*	*	*	*	*
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain

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

\*subgroup is not numerically significant at this time



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, 8	
Specific Annual Actions to Achieve Goal						
<p>-Principal will focus on recruiting strategies for hiring and retaining highly effective credentialed teachers</p> <p>-Principal will use TCRP development rubric and will create a pipeline of potential teachers through Instructional Assistant positions</p> <p>-Principal will work closely with Associate Superintendent to ensure that all curriculum resources and materials are ordered for all students and are CCSS and NGSS aligned</p> <p>-Principal and Dean of Instruction will develop an action plan for a CCSS aligned math curriculum and will be implemented in grades K-6, including assessment plan, cycles of inquiry, data talks, and modules</p> <p>-Principal and Dean of Instruction will develop an action plan for a CCSS aligned ELD curriculum that will be implemented in grades K-6 according to student EL proficiency levels including assessments plans, formative and summative data collection, and data driven decision making</p> <p>-Principal and Dean of Instruction will work closely with all teachers to implement a CCSS aligned curriculum and will conduct learning walkthroughs to improve and strengthen rigor in order to increase ELA achievement for all students</p> <p>-Principal and Dean of Instruction will work closely with all teachers to implement Eureka and Zearn math curriculum and will conduct learning walkthroughs to improve and strengthen rigor in order to increase math achievement for all students</p> <p>-Students will have PE and the Arts in addition to core subjects</p> <p>Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students.</p> <p>Provide standards aligned materials to all students.</p> <p>Professional development in California CCSS standards, in particular focusing on ELA, math and NGSS. All teachers will use the Common Core aligned Eureka Math curriculum. Teachers new to the curriculum will receive initial training.</p> <p>Implement bi-monthly MTSS data talks with fidelity so that teachers can design and execute data-driven lessons.</p> <p>Provide sub-release time for teachers to visit colleagues at other schools to observe for best CCSS practices.</p> <p>Implement a designated ELD program across the school.</p> <p>Provide teacher trainings on EL strategies and EL curriculum, in particular focusing on strategies that will promote English proficiency mastery and thus re designation</p> <p>Monitor ELD placement protocols</p>						
Goal 4, Outcome 1: 100% fully credentialed and appropriately assigned teachers						
Metric: Aspire credential report						
Expected Annual Measurable Outcomes:						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
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 numerical ly significant at this time	*	*	*	*	*
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
American Indian/Alaska Native Students	Not numerical ly significant at this time	*	*	*	*	*
Asian Students	Not numerical ly significant at this time	*	*	*	*	*
Filipino Students	Not numerical ly significant at this time	*	*	*	*	*
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerical ly significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerical ly significant at this time	*	*	*	*	*

White Students	Not numerical ly significant at this time	*	*	*	*	*
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\*subgroup is not numerically significant at this time

<p>Goal 4, Outcome 2: 100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned academic curriculum including CCSS aligned Reading Units of Study, CCSS aligned Writing Units of Study, Eureka Math Curriculum with CCSS aligned Modules for Grades K-6, Stemscopes Science Curriculum that is NGSS aligned, and PE/Art instruction that is CCSS aligned.</p> <p>100% of classrooms will implement Common Core State Standards</p>						
<p><b>Metric:</b> CCSS aligned Lucy Calkins Reading Units of Study, CCSS aligned Lucy Calkins Writing Units of Study, Eureka Math Curriculum with CCSS aligned Modules for Grades K-6, Stemscopes Science Curriculum that is NGSS aligned, and PE/Art instruction that is CCSS aligned.</p>						
<p><b>Expected Annual Measurable Outcomes:</b></p>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
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	*	*	*	*	*
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*

Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*
White Students	Not numerically significant at this time	*	*	*	*	*

\*subgroup is not numerically significant at this time

Goal 4, Outcome 3: A CCSS aligned math curriculum will be implemented in grades TK-6 with 100% fidelity						
<b>Metric:</b> Curriculum List						
<b>Expected Annual Measurable Outcomes:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
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	*	*	*	*	*
Students with Disabilities	100%	Maintain	Maintain	Maintain	Maintain	Maintain
African American Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	100%	Maintain	Maintain	Maintain	Maintain	Maintain

Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*
White Students	Not numerically significant at this time	*	*	*	*	*

\*subgroup is not numerically significant at this time

Goal 4, Outcome 4: 100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum						
<b>Metric: Internal Curriculum Audit</b>						
<b>Expected Annual Measurable Outcomes:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
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	*	*	*	*	*
Students with Disabilities	100%	maintain	maintain	maintain	maintain	Maintain
African American Students	Not numerically significant at this time	*	*	*	*	*
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically	*	*	*	*	*



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

\*subgroup is not numerically significant at this time

Goal 4, Outcome 5: At least 28% of ELs will be reclassified to RFEP to match or exceed the LAUSD annual percentage

**Metric:** RFEP Data from California School Dashboard

**Expected Annual Measurable Outcomes:**

APPLICABLE STUDENT GROUPS	Baseline 2018- 2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	32%	maintain	maintain	maintain	maintain	Maintain
English Learners	32%	maintain	maintain	maintain	maintain	Maintain
Socioecon. Disadv./Low Income Students	Not numerically significant at this time	*	*	*	*	*
Foster Youth	Not numerically significant at this time	*	*	*	*	*
Students with Disabilities	Not numerically significant at this time	*	*	*	*	*
African American Students	Not numerically significant at this time	*	*	*	*	*
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*

Latino Students	Not numerically significant at this time	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*
White Students	Not numerically significant at this time	*	*	*	*	*

\*subgroup is not numerically significant at this time

Goal 4, Outcome 6: At least 10% increase in ELA SBAC scores						
<b>Metric: SBAC</b>						
<b>Expected Annual Measurable Outcomes:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	33%	45%	55%	65%	75%	80%
English Learners	33%	45%	55%	65%	75%	80%
Socioecon. Disadv./Low Income Students	33%	45%	55%	65%	75%	80%
Foster Youth	Not numerically significant at this time	*	*	*	*	*
Students with Disabilities	38%	48%	58%	68%	78%	80%
African American Students	22%	35%	47%	60%	70%	80%
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	33.5%	44%	54%	64%	74%	80%
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*
White Students	Not numerically significant at this time	*	*	*	*	*

\*subgroup not numerically significant at this time

Goal 4, Outcome 7: At least 10% increase in Math SBAC scores						
<b>Metric:</b> SBAC						
<b>Expected Annual Measurable Outcomes:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	34%	45%	55%	65%	75%	80%
English Learners	37%	47%	57%	67%	77%	80%
Socioecon. Disadv./Low Income Students	34%	45%	55%	65%	75%	80%
Foster Youth	Not numerically significant at this time	*	*	*	*	*
Students with Disabilities	31%	43%	55%	65%	75%	80%
African American Students	22%	35%	47%	60%	70%	80%
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	35.7%	46%	56%	66%	76%	80%
Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant	*	*	*	*	*

	at this time					
White Students	Not numerically significant at this time	*	*	*	*	*

\*subgroup not numerically significant at this time

Goal 4, Outcome 8: The school will increase the percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade students who meet or exceed standards on the Aspire ELA Interim Comprehensive Assessment (ICA) by at least 5%

**Metric: Aspire ELA Interim Comprehensive Assessment (ICA)**

**Expected Annual Measurable Outcomes:**

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	42.5%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
English Learners	28.9%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
Socioecon. Disadv./Low Income Students	39.7%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
Foster Youth	Not numerically significant	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.	Will maintain if sig.
Students with Disabilities	12.5%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
African American Students	Not numerically significant	*	*	*	*	*
American Indian/Alaska Native Students	Not numerically significant	*	*	*	*	*
Asian Students	Not numerically significant	*	*	*	*	*
Filipino Students	Not numerically significant	*	*	*	*	*
Latino Students	42.2%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
Native Hawaiian/Pacific Islander Students	Not numerically significant	*	*	*	*	*
Students of Two or More Races	Not numerically significant	*	*	*	*	*

White Students	Not numerically significant	*	*	*	*	*
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\*subgroup is not numerically significant at this time



Goal 4, Outcome 9: The school will increase the percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade students who meet or exceed standards on the Aspire Math Interim Comprehensive Assessment (ICA) by at least 5% annually.

**Metric: Aspire Math Interim Comprehensive Assessment (ICA)**

**Expected Annual Measurable Outcomes:**

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	49.8%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
English Learners	34.9%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
Socioecon. Disadv./Low Income Students	46.3%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
Foster Youth	Not numerically significant at this time	*	*	*	*	*
Students with Disabilities	12.5%	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase	5 percentage point increase
African American Students	Not numerically significant at this time	*	*	*	*	*
American Indian/Alaska Native Students	Not numerically significant at this time	*	*	*	*	*
Asian Students	Not numerically significant at this time	*	*	*	*	*
Filipino Students	Not numerically significant at this time	*	*	*	*	*
Latino Students	50%	5 Percentage point increase	5 Percentage point increase	5 Percentage point increase	5 Percentage point increase	5 Percentage point increase

Native Hawaiian/Pacific Islander Students	Not numerically significant at this time	*	*	*	*	*
Students of Two or More Races	Not numerically significant at this time	*	*	*	*	*
White Students	Not numerically significant at this time	*	*	*	*	*

\*subgroup is not numerically significant at this time

Aspire Slauson Academy Charter recognizes that in order for our students to succeed in the 21st century, they 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. In order to do this, Aspire Slauson Academy Charter strategically creates school-wide action plan goals to address key components aligned to our shared vision in order to ensure a strong foundation of knowledge and skills as they embark on their educational career.

In effort to incorporate elements of the aforementioned skills, all educators at ASA will work closely with the Education Technology Specialist to build knowledge in and understand how to design instruction that integrates elements of the [P21 21<sup>st</sup> Century Framework](#) and the CCSS K-12 Technology Standards. Through careful consideration of and integration of both frameworks, students will be provided opportunities to learn and build skills in content knowledge, specific skills, expertise and literacies while developing capacity with problem solving, critical thinking, communication and collaboration.

## **Instructional Design**

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

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

## **Community**

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

- Small Schools: Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment is 344 students.
- Small Class Sizes: In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain 30:1 ratio in grades four through six

## **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.

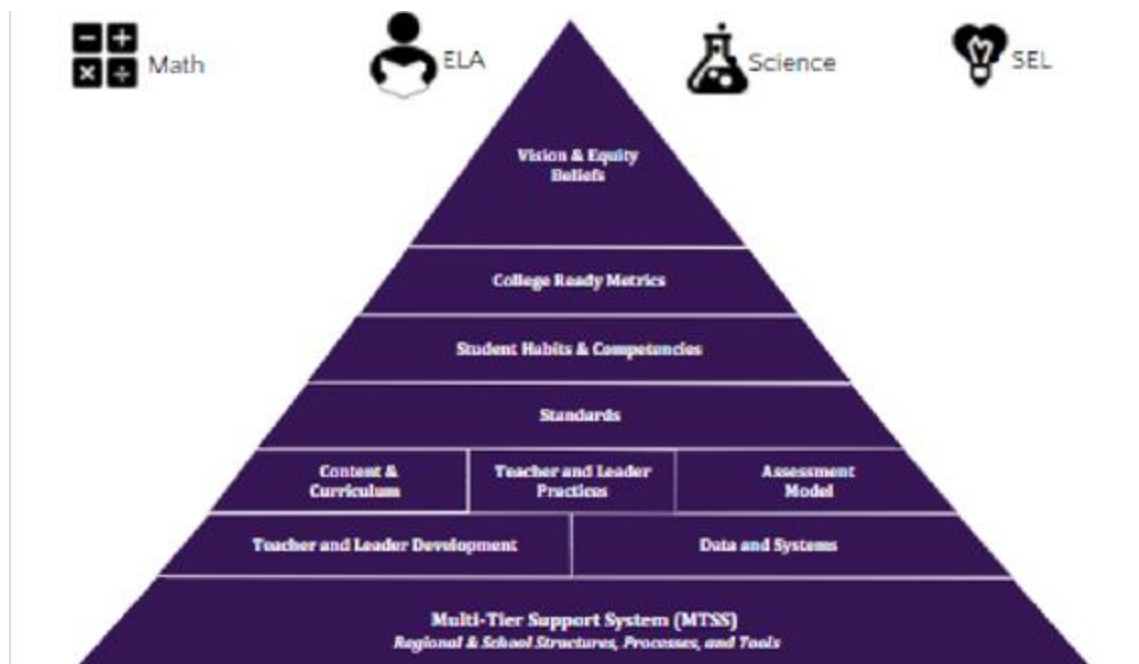
- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. The Charter School has, on average, a 7.5-hour school day for grades 1-6, and at least a 5-hour school day for 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.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

## **Self-Motivated and Lifelong Learners**

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

## **Instructional Design**

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire Slauson Academy Charter's Instructional Methods for Math, English Language Arts, Science, Social Studies, English Language Development, and Social-Emotional Learning 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 Framework. Aspire Slauson Academy Charter'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).



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

### Brain-Based Research

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

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

During professional development, teachers meet with their principal, assistant principal and/or dean of instruction to help develop plans that respond to student’s development. It is through these meetings

that teachers are able to discuss and further develop their pedagogical knowledge, together with content knowledge.

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

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

#### **Lev Vygotsky**

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

#### **John Dewey**

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

#### **Kate Kinsella**

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

**Whole Child.** We also know that children being raised in high poverty communities often face barriers to learning. Social issues such as unemployment, violent crime, child abuse and neglect, inadequate access to health care, poor nutrition, and mental illness make learning difficult. Children who live in fear of abuse, who suffer from neglect, or who are hungry or homeless struggle to thrive in school, regardless of their

potential or intellect. Families who are struggling to meet the basic needs of their children face tremendous barriers in providing healthy environments for their children to learn, develop and thrive. Communities that are unsafe, with limited social opportunities for housing, employment and recreation, and connection with others, hinder children and families in living stable and well lives. (Curtis, 2002).

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

**STEAM-Integrated Learning Experience.** Aspire Slauson Academy Charter uses STEM-Integrated Learning Experiences in conjunction with their instructional program in order to engage students in interdisciplinary learning experiences. This is used as a way to foster creative thinking and problem solving, explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art and Math, which are 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 (NGSS), 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.

Aspire Slauson Academy Charter uses the Multi-Tiered Systems and Supports (MTSS) approach to combine both the **Response to Intervention and Instruction Strategies in Combination with PBIS to align resources and initiatives in order to support the whole child.** Aspire Slauson Academy Charter 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. Aspire Slauson Academy Charter has multiple, overlapping systems in place to ensure that no student falls through the cracks and that all students and their families receive the support 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.

PBIS is an approach that the Charter School uses as it focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

Aspire Slauson Academy Charter’s MTSS team (Principal, Dean, Counselor, Teachers, Behavior Specialist, Education Specialists, School Psychologist) meets twice a month and utilizes a systematic framework to make collaborative, culturally responsive, student-centered decisions to ensure that all scholars’ needs are met.

### **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. Timely and specific feedback is provided by the teacher in order to correct any misconceptions students have.

*Problem Solving:* this method provides students with a step-by-step process for determining the solution. Teachers act as facilitators through the problem solving process, by asking guiding questions rather than providing specific strategies.

*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 Slauson’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. Aspire Slauson Academy Charter 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, Aspire Slauson Academy Charter 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, Aspire Slauson Academy Charter and the community. For example, pedagogical support might include literacy support, strategic interventions and small groups across subject areas, and multi-language learning supports. Aspire Slauson Academy Charter utilizes flexible groupings in the classroom to target leveled materials based on students’ needs, which includes conferring, small groups, and co-teaching. Teachers will also pull small groups of students for additional support in math, reading, writing, and language when a gap in understanding is observed on a particular standard. The Dean of Instruction or para-professionals come to classrooms to co-teach or work with small groups of students needing more intensive support. Computerized interventions, such as Lexia and Zearn, are employed to fill gaps based on diagnostic assessments. Students may also visit the Learning Center before, 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. Dibels and STAR REN are reading assessments given throughout the year to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. Zearn is a digital assessment that identifies student strengths and opportunities for growth in math to determine what practices can support unfinished learning. Post-Unit assessments are also given in reading, writing, and math to all students in order to see how they are progressing towards mastering the grade level content standards. Aspire Interim Assessments for both Math and English Language Arts are generated to monitor progress on mastering grade level content standards. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally, the ELPAC will be used to assess English Learners to determine their annual English Language Development progress and prioritize Interventions.

*Authentic experiences:* In the early elementary grades at ASA, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent

reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at ASA, students focus on “reading to learn,” through reciprocal teaching, close reading, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.

***References:***

- Archer, A. L., & Hughes, C. A. (2010). Explicit instruction: Effective and efficient teaching. Guilford Press.
- Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice. Teachers College Press.)
- Uno, G. (1999). Handbook on teaching undergraduate science courses: A survival training manual. Independence, KY: Thomson Custom Publishing.

***Curriculum and Instruction***

**INSTRUCTIONAL PROGRAM**

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

**English-Language Arts and Mathematics**

At the core of Aspire Slauson Academy Charter’s educational program are our English Language Arts and Mathematics curriculum. In the content area of Reading and Writing, the Charter School adopted Lucy Calkins Reading, Writing, and Phonics Units of Study. The Lucy Calkins Writing Curriculum was adopted in the 2018-19 school year. The Lucy Calkins Reading and Phonics Curriculum was adopted in the 2019-20 school year. In Mathematics, the Charter School adopted Eureka Math. The Eureka Math Curriculum was piloted in the 2016-17 school year and was fully implemented in the 2017-18 school year. Both curriculums are State Board of Education-approved, are aligned with the Common Core State Standards and provide guidance and direction with lessons (pacing, scheduling, instructional strategies and methodologies) and publisher assessments to prepare all students for strong academic achievement.

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

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

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

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

Grade	English Language Arts	Mathematics	History- Social Science	Science
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>-Reading: Literature</li> <li>Informational Text</li> <li>-Foundational Skills</li> <li>-Writing</li> <li>-Listening and Speaking</li> <li>-Language</li> </ul>	<ul style="list-style-type: none"> <li>-Operations and Algebraic Thinking</li> <li>-Numbers and Operations in Base Ten</li> <li>-Numbers and Operations- Fractions</li> <li>-Measurement and Data</li> <li>-Geometry</li> </ul>	<ul style="list-style-type: none"> <li>World History and Geography</li> <li>American History and Geography</li> </ul>	<ul style="list-style-type: none"> <li>-Physical Sciences</li> <li>-Life Sciences</li> <li>-Earth Sciences</li> <li>-Investigation and Experimentation</li> <li>-engineering, technology and applications of science.</li> </ul>
6th Grade	<ul style="list-style-type: none"> <li>-Reading: Literature</li> <li>Informational Text</li> <li>-Foundational Skills</li> <li>-Writing</li> <li>-Listening and Speaking</li> <li>-Language</li> </ul>	<ul style="list-style-type: none"> <li>-Ratios &amp; Proportional Relationships</li> <li>-The Number System</li> <li>-Expressions &amp; Equations</li> <li>-Geometry</li> <li>-Statistics and Probability</li> </ul>	<ul style="list-style-type: none"> <li>World History and Geography</li> <li>American History and Geography</li> </ul>	<ul style="list-style-type: none"> <li>-Physical Sciences</li> <li>-Life Sciences</li> <li>-Earth Sciences</li> <li>-Investigation and Experimentation</li> <li>-engineering, technology and applications of science.</li> </ul>

## **CURRICULUM**

### **English-Language Arts (core):**

ASA's ELA program is designed to reflect the shifts in the ELA Common Core State Standards, specifically:

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

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

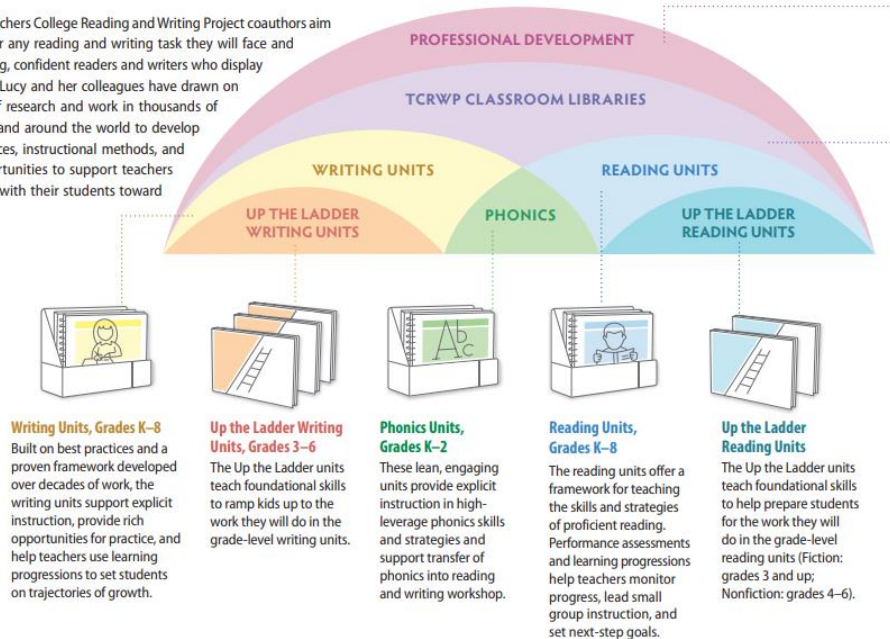
1. Phonemic awareness and phonics
2. Balance of literacy and informational texts
3. Emphasis on text complexity, core texts, and text evidence
4. Strategic academic vocabulary
5. Integration of history/social studies, science and media/technology
6. Emphasis on multiple texts and critical/evaluative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

Lucy Calkins Curriculum - Aspire Slauson Academy Charter adopted the Lucy Calkins Writing Curriculum in the 2018-19 school year. The Lucy Calkins Reading and Phonics Curriculum was adopted in the 2019-20 school year. The Units of Study unit books integrate proven tools and methods, a clear instructional arc, high expectations, achievable goals, and assessments.

The following are Lucy Calkins programmatic elements:

## State-of-the-Art Units, Tools, and Methods for Teaching Reading and Writing Workshop

Lucy Calkins and her Teachers College Reading and Writing Project coauthors aim to prepare students for any reading and writing task they will face and to turn kids into lifelong, confident readers and writers who display agency and independence. Lucy and her colleagues have drawn on their more than 30 years of research and work in thousands of schools across the country and around the world to develop powerful curriculum resources, instructional methods, and professional learning opportunities to support teachers as they work together and with their students toward these important goals.



Overview of a Day's Reading or Writing Workshop				
WORKSHOP COMPONENT	TIME FRAME	LOGISTICS	TEACHER	STUDENTS
<b>MINILESSON</b>	Less than 10 min.	The teacher gathers students in the meeting area next to their partners	Whole-group instruction • Connection • Name the teaching point • Teaching • Active Engagement (guided practice) • Link to the work students will do	Listening, then actively engaged in applying new learning
<b>INDEPENDENT READING AND WRITING CONFERRING AND SMALL-GROUP WORK</b>	35–45 min.	Students find comfortable spots to read or write	One-on-one and small-group teaching • Circulate • Observe • Question • Listen • Coach • Demonstrate • Reinforce the minilesson • Encourage	Practicing strategies learned throughout the unit, working independently or with partners
<b>MID-WORKSHOP TEACHING</b>	3–5 min. (during independent reading and writing time)	Students' eyes are on the teacher	Extends the minilesson or reminds students of ongoing habits	Pausing to reflect, then refocusing to resume reading or writing
<b>SHARE</b>	3–5 min.	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots	Sets students up to share and celebrate the work they did that day	Sharing their learning with partners or the whole group

(Calkins, Lucy. *Units of Study*. The Teachers College Reading and Writing Project. Heinemann Publishing Company: New York. 2020.)



ASA uses the workshop model for all content areas, in particular our Reading and Writing workshops follow Lucy Calkins' models.

The Reading Workshop Structure includes:

- A teacher led mini-lesson which may focus on comprehension, phonics, words study, fluency, etc.
- Practice time for reading using leveled readers, as well as grade level texts. Students read independently or with a buddy depending upon purpose and grade level. Teachers support strategic reading through coaching conversations, small groups, etc.
- Time for assessments to monitor progress and provide next steps to build students' skills and strategies for reading

The Writing Workshop Structure includes:

- A teacher led mini lesson, which may focus on craft, conventions, structure using a variety of mentor texts
  - Practice time for students to write. Teachers' support writing growth through coaching conversations with individual students and small groups
  - Author's chair and small group conferences with peers and or small groups of students to share writing
  - Author celebrations
- Time for assessments to monitor progress and provide next steps to develop students' skills and strategies as strategic writers

ASA uses Lucy Calkins' Units of Study as our ELA curriculum, but adapts implementation and instruction based on research aligned to ELA CCSS Key Shifts.

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

**Key Elements of Learning Design**

**Supporting Research**  
(See sources below)

<p><b>Building Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Informational units within the curriculum teach reading and writing through content on science (ex. Animal research clubs) and historical topics (ex. Westward expansion).</li> <li>• Teachers engage students in immersive experiences to build background</li> <li>• Teachers use different types of sources to build knowledge: videos, visuals, texts</li> </ul> <p>Teachers explicitly teach students how to order texts in order of difficulty. Reading easier texts on the topic allow students to access more complex text on the same topic because of the background knowledge they have acquired.</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p>Students who usually struggle with reading can outperform those who usually score high—if they possess more knowledge of a text’s topic.<sup>1</sup> They also acquire vocabulary much more quickly when reading numerous texts focused on one topic rather than a collection on scattered topics. In an effect known as “bootstrapping,” reading increasingly complex texts focused on a single topic allows students to access texts above their typical independent reading level by expanding relevant background knowledge and vocabulary.</p> <p>Willingham, Daniel T. “How Knowledge Helps: It Speeds and Strengthens Reading Comprehension, Learning and Thinking.” <i>American Educator</i>, vol. 30, no. 1, 2006.</p> <p>Adams, Marilyn Jager. “Advancing Our Students’ Language and Literacy: The Challenge of Complex Texts.” <i>American Educator</i>, vol. 34, no. 4, 2011, pp. 3–11.</p>
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<p><b>Rich, Complex Texts</b></p>	<ul style="list-style-type: none"> <li>• Students read complex, engaging, grade-level texts to build knowledge and develop essential reading, writing, speaking, listening, grammar, and vocabulary skills.</li> <li>• Texts were selected for their literary merit and rich content.</li> <li>• Complex are used in mini lessons (direct instruction), interactive read alouds, and shared reading</li> <li>• Students engage in complex text through multiple reads. Teachers scaffold the complex text by designing progressively rigorous objectives that build during the multiple reads allowing students to access the text.</li> </ul> <p>▪</p>	<p>Achieve the Core, Student Achievement Partners, 13 Aug. 2013, Web. Accessed</p> <p>Adler, Mortimer J., and Charles Van Doren. How to Read a Book: The Classic Guide to Intelligent Reading. Touchstone, 1972.</p> <p>Fountas, Irene C., and Gay Su Pinnell. "Guided Reading: The Romance and the Reality." The Reading Teacher, vol. 66, no. 4, 2012, pp. 268–84.</p> <p>Shanahan, Timothy. "Letting the Text Take Center Stage: How the Common Core State Standards Will Transform English Language Arts Instruction." American Educator, vol. 37, no. 3, 2011, pp. 4–11.</p>
<p><b>Integrated Approach to Literacy</b></p>	<p>Units in reading and writing compliment each other</p> <p>Ex)</p> <p>Reading Unit: Reading to Learn (Grasping Main Idea and Text Structures)</p> <p>Writing Unit: The Art of Information Writing</p> <ul style="list-style-type: none"> <li>• All work with reading, thinking, speaking, listening, writing, vocabulary, and grammar ties into the unit topics</li> </ul> <p>Academic writing and discourse are based on module texts,</p>	<p>Reading, writing, speaking, and listening are interrelated aspects of the same act: communicating ideas through language. When studied together, these strands reinforce one another.<sup>8</sup> Content integration levels the playing field among students with different types of background knowledge by focusing on information gained through reading rather than through personal experience.</p> <p>Graham, Steve, and Dolores Perin. Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools: A Report to Carnegie</p>

	<p>leveraging students’ knowledge about the topic.</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p>Corporation of New York. Alliance for Excellent Education, Carnegie Corporation of New York, 2007, <a href="http://witeng.link/0138">http://witeng.link/0138</a>.</p> <p>Hawkins, Joey, et al. Writing for Understanding: Using Backward Design to Help All Students Write Effectively. Authentic Education, 2008.</p>
<b>Explicit Writing and Speaking Instruction</b>	<ul style="list-style-type: none"> <li>• Students learn to convey information and express ideas through explicit instruction in the crafts of writing, speaking, and presenting.</li> </ul> <p>The writing instruction provides explicit instruction in structure, development (elaboration and craft), and language conventions. Teachers explicitly model using their writing piece and also provide students exemplars along with rubrics and checklists</p> <p>Students also take their writing through the writing process of prewriting, drafting, revising, editing, and publishing.</p> <p>A seminal text used at ASA was Academic Conversations by Jeff Zwiers and Marie Crawford was used to guide PD on explicit instruction on cultivating academic conversation amongst students.</p>	<p>Effective writing instruction requires that students develop deep knowledge of content and craft. Knowledge of craft flows from direct instruction, including writing models.</p> <p>Hawkins, Joey, et al. Writing for Understanding: Using Backward Design to Help All Students Write Effectively. Authentic Education, 2008.</p>

ELA instruction is delivered through mini lessons, independent work, small group work, conferring and sharing. The brief mini lessons that begin each day and is a time for teacher-led explicit instruction. Scholars sit with a long-term partner while in the mini lesson to help facilitate student discourse, sharing of ideas and academic support. While the CCSS aligned content of mini lessons will change from day to day, the structure remains largely the same, allowing students to anticipate how this time goes. Minilessons contain five components: (1) Connection, (2) Teaching, (3) Active Engagement, (4) Link and (5) Share. Connections allow the teacher to activate the students' prior knowledge, and relate what they will be learning that day to prior learning. After making connections, the teacher presents the teaching point of the day through direct instruction, usually with the aid of an anchor chart. The teaching point is directly related to the Common Core State Standards. Students actively engage through academic discourse, while the teacher adds information to the anchor chart based on student discussions. The teacher then links the skill to what the students will practice independently and in small groups that day.

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

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

**English Language Development (core):**

ASA implements both designated and integrated ELD instruction. Designated ELD occurs daily for 30 minutes using the EL Achieve curriculum. EL Achieve includes systematic ELD instruction in the English language as its own subject of study designed to grow students' proficiency in English through coherent units of study focusing on language functions. Each student receives instruction at his or her specific ELD level. There is a variety of curriculum embedded formative and summative assessments to monitor student growth. Strategies critical in the acquisition of academic language, an essential component of academic success, are interwoven in the program as well. The purpose of this time is language learning.

The units, however, support content instruction (science, health, social science, and visual and performing arts) and students are learning language through topics that support instruction throughout the day. Instruction is backwards mapped from weekly language goals and designed to teach high-leverage language students need to develop English language proficiency. There are six themes for the following grade spans: Kindergarten, 1-2, 3-4, and 5-6 for three proficiency levels: Beginning, Intermediate, and Advanced. Units are aligned to Common Core Reading, Language, Speaking and Listening, and Writing Standards. Students are grouped by proficiency level and may switch classrooms within the appropriate grade span during a regular block of time in order to receive ELD instruction at their targeted proficiency level.

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

Five foundational GLAD strategies are:

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

### **History-Social Science (core):**

ASA's History and Social Studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Even at a very young age, students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas.

Throughout the TK-6 instructional program, Social Science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

The History-Social Science curriculum is based on the Content Standards for California Public Schools. ASA utilizes Core Knowledge History and Geography to implement the course of study for each grade level. In

World and American History, students learn stories of major events and figures from prehistory to modern times. The content builds chronologically grade by grade to help children gain a greater understanding of the development and interactions of world civilizations and cultures, as well as the formation of the United States and principles of American democracy.

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

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

### **Mathematics (core):**

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

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

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

As we move into our third year of using Eureka as our primary curriculum, we have identified the many strengths of the curriculum as well as lessons within the curriculum that can be improved and supplemented. As we begin the 2020 - 2021 school year, we are providing clear guidance and considerations for teachers that would like to supplement portions of Eureka with other instructional materials.

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

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

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

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

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

1. Shifting from mile-wide, inch-deep curriculum: Deep understanding of the most critical key topics at each grade level
2. Coherent progression: Mastery of these key grade level topics through coherent progressions across grade levels
3. Conceptual understanding and procedural fluency: Balance between building conceptual understanding while increasing procedural fluency
4. Foster reasoning and sense-making in mathematics: Critical-thinking and problem-solving skills students need to be successful 21st century thinkers

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

1. Focus and coherence: Key topics at each grade level and coherent progressions across grade levels
2. Balance of concepts and skills: Required both conceptual understanding and procedural fluency



3. Mathematical practices: Reasoning and sense-making in mathematics are fostered consistently
4. College and career readiness: Progression of rigorous skills building at every grade level

Aspire Slauson Academy Charter's 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 few key tools in mathematics instruction are the CCSS-based software programs Affirm and Equip. These tools in conjunction create, score and develop reports as pre-module, within the module, and post-module CCSS-based aligned data. The Charter School uses these assessments as both benchmark exams and formative assessments. The reports inform the teacher on whether the students have mastered a standard or need further instruction.

The Charter School's math classroom is marked by a focus on the Standards for Mathematical Practice and the Common Core Content Standards. The Charter School has intensive math time in the daily schedule, and teachers weave the Eureka Math Program (grades TK-5) which is powerfully aligned with CCSS, into other content areas.

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

1. Fluency Practice: Supports the development of fluency skills which helps to reinforce the Concept Development (main lesson).
2. Concept Development: In this portion of the lesson students learn new content or skill based on the Common Core Standards. Within in Concept Development there is a "Problem Set," which are a set of additional math problems allowing for extra practice and reinforcement.
3. Application Problem: In most lessons, this component is included to provide students with an opportunity to apply their skills and understandings in new ways.
4. Student Debrief: Every lesson closes with the teacher engaging students in a whole-group discussion, where students share their thinking and summarize their learning. This allows the teacher to gauge student understanding of the concept of the lesson
5. Exit Ticket: After the Student Debrief students complete the Exit Ticket. This formative data helps the teacher to plan and adjust upcoming lessons.

Zearn is utilized in tandem with Eureka. During the mathematics block of time, scholars engage in the lesson sequence above, while also accessing the sequence of Learn lessons as previously described in

Blended Learning. In this way, teachers are able to create math center rotations and/or small groups focusing on specific skills and providing individualized instruction.

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

### **Science (core):**

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

A key component of the success of Aspire Slauson Academy Charter's science program has been the implementation of Next Generation Science Standards across grade levels and subject matter. Aspire Public Schools is among a diverse group of eight California school districts and two charter management organizations actively implementing the Next Generations Science Standards through the support provided by participating in the CA NGSS K-8 Early Implementers Initiative. The Initiative was developed by the K-12 Alliance at WestEd with collaborative input on its design and objectives from the State Board of Education, the California Department of Education, and Achieve. The Kindergarten through Eighth Grade Initiative focuses on building teacher leaders in science to support NGSS implementation across California. Aspire, and the partner districts in the grant are models for how NGSS can be implemented. Teachers are supported with strategies and tools including an instructional framework that incorporates phenomena-based learning. This framework aligns with the NGSS three dimensions--encompassing disciplinary core ideas, cross cutting concepts, and science and engineering practices. Using science notebooks, questioning strategies, and other approaches, students conduct investigations, construct arguments, analyze text, practice descriptive skills, articulate ideas, and assess their own understanding.

Aspire LA's grant team members include the regional Content Specialists and teacher leaders from elementary and middle school. These leaders disseminate instructional best practices during regional

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

Aspire Slauson Academy Charter's students in Kindergarten and First Grade receive 50 minutes of NGSS specific instruction per week, and students in grades Second through Fifth receive 100 minutes of NGSS instruction per week. Students experience phenomena-based instruction that gives them the opportunity to learn and apply the Disciplinary Core Ideas, Cross Cutting Concepts and Science and Engineering Practices (3Dimensions) in a group of Performance Expectations. An example of this unit work is the Third Grade Butterfly Migration Unit. The learning framework (conceptual flow) containing all of the dimensions, anchor and investigative phenomena, and summative assessments can be found in the science program documents. In a typical lesson, students are introduced to an investigative phenomenon, i.e.: a picture of a family of dogs. Students observe the video and then start to brainstorm wonderings and how they might answer their questions. The teacher chooses a student question to lead the inquiry (Explore) cycle. In this case, the teacher chose the question about where babies get their traits from. The teacher then asks students how they might answer the question. Students give a variety of ways to discover the answer to their question. They decide to look at other parent and offspring pictures to see if they can find a pattern to help them answer the question. Students collect qualitative data by going on a gallery walk and using their notebooks to document the traits of parents and offsprings. While the students discuss and record, the teacher walks around the room and asks students questions about the pictures to gather formative data on student thinking. At the end of their collection, students circle traits that the parents and offspring have in common with each other. They formulate an answer to their initial question and use evidence from their investigation to support their thinking. They also come up with additional wonderings which the teacher uses to either create another Explore and Explain cycle or Extend their knowledge. In this way, the students are using both the cross cutting concepts of patterns and the science and engineering practices of designing an investigation and analyzing data to support the answer to their question (an understanding of the disciplinary core idea). Through lesson experiences like this, Slauson's students are experiencing science education that involves more opportunities to use systems thinking and modeling to explain phenomena in context. They also use multiple investigations driven by their questions to collectively lead to a deep understanding of all three dimensions. This is a shift from the

way many of our teachers were used to giving science instruction: focusing on learning of discrete facts and relying on pre-planned cookbook approaches to teaching investigations.

In order to ensure student mastery and progress toward full implementation of the NGSS at Aspire Slauson Academy Charter, the regional office has a Content Specialist who supports administrators and teachers in this work. As part of the core leadership team, content specialists receive training in providing professional development created by the K-12 Alliance at WestEd Project Directors and Regional Directors. The Content Specialist provides support to the Charter School's teachers by providing eight professional development sessions throughout the year. In 2017-18 topics included How People Learn, using Notebooks for formative data collection, and Modeling. In 2018-19, teachers received professional development in building Learning Frameworks using the Conceptual Flow process, Analyzing Instructional Materials for the three dimensions, and a deep dive into the Cross Cutting Concepts. In 2019-20, teacher received professional development in written argumentation in the science classroom and unit/lesson planning.

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

#### References:

Bybee, R. (1997). *Achieving scientific literacy: From purposes to practices*. Portsmouth, NH: Heinemann Publications.

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

Rutherford, F. J., & Alhgren, A. (1990). *Project 2061: Science for all Americans*. New York: Oxford University Press

### **The following courses are defined as non-core courses:**

#### **Social Emotional Behavioral Learning (non-core):**

Aspire Social and Emotional Learning Vision Statement

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

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

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

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

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

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

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

Significant Program Effects on Risk and Protective Factors:

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

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

### **Visual and Performing Arts (non-core)**

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

### **Physical Education (non-core)**

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

### **Morning Meetings (non-core)**

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

### **Interventions and Enrichment**

Aspire Slauson Academy Charter'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 is used at the Charter School, in order to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade level standards. The

most important element of RtI is a tiered approach to progress monitoring in order to assess how students are doing and the effectiveness of the curriculum, as follows.

- Tier 1 is at the classroom instruction level, ensuring that teachers are differentiating the instruction in order to understand each student's strengths and weaknesses. This could mean individual assistance, small group review, and personalized courseware experiences.
- Tier 2 adds supplemental interventions that can happen in or outside of the regular classroom and occurs more frequently. Targeting instructional needs like this may often happen with a specialized teacher or instructional assistant as identified by exit ticket or assessment data through progress monitoring structures including Cycles of Inquiry.
- Tier 3 interventions are designed for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute sessions every week for nine to twelve weeks, with specialized materials and approaches. This support is provided by the Deans of Instruction and the instructional support team members. During intervention, the Dean of Instruction or the support team uses ELA material such as Lucy Calkins, and uses math material from programs like Eureka while modifying the work to the students' instructional level.

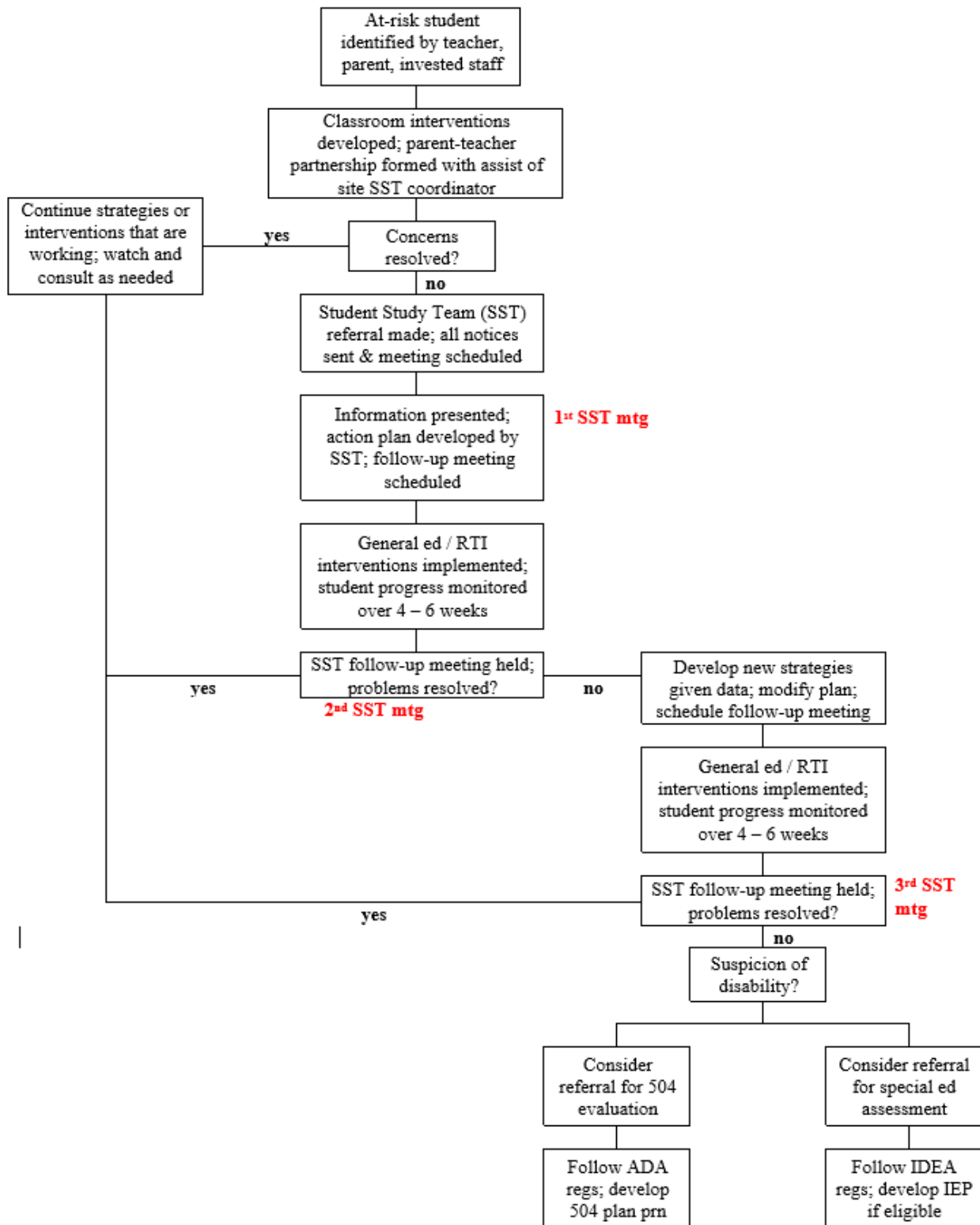
All teachers at Aspire Slauson Academy Charter receive professional development on intervention strategies, especially those tailored to the specific needs of English Learners and/or students of underserved populations. The tiered approach to intervention moves quickly and must be efficient enough to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

Every year the school staff receives professional development on the SST process to ensure that teachers have the knowledge of how to implement Tier I interventions, in addition to understanding the SST process. Such training is done by one of the administrators who is the SST Coordinator. When teachers first identify students who may be at risk, the educator collaborates with the parents and SST Coordinator to provide pre-SST supports. If the classroom interventions developed during the pre-SST process are not successful, the student's teacher fills out a referral form where the educator provides a detailed description of the student's present levels of performance, strengths, needs (concerns), and supports that have already been implemented. The referral concern can range from academic, social-emotional, attendance to behavioral needs that may be affecting a student's ability to progress in school. In addition to the referral form, the teacher collaborates with the family to fill out the Parent Input form (available in Spanish and English). Once a referral is made, the SST Coordinator schedules the meeting. At the meeting, the SST Team reviews all relevant information (academic, behavioral, social-emotional, attendance, home/medical information, etc.) to determine interventions and supports, and to create a detailed plan to implement during a 4-6 week period. The SST team general does three cycles of SST meetings and implementation of supports before determining whether the student should be referred for a Section 504 Plan or Individualized Educational Plan evaluation (see SST Flowchart below for a more detailed process). The SST Team is composed of the SST Coordinator (administrator), all teachers, a

counselor, parent, and depending on the specific case, the student. The SST members may change based on the referral concern.



## Student Success Team Process



Aspire Slauson Academy Charter's enrichment program includes academic enrichment opportunities for students identified as GATE and/or high achieving. Academic enrichment opportunities are provided by credentialed teachers and/or the GATE coordinators in the general education classroom or during small group pull-out supports. The goal of the gifted and talented program at the Charter School is to provide continuity between general education curriculum and project based learning. GATE students research, create, apply, and present new information related to the topics learned in class. Students design projects with purposeful, specific end goals that include participation in a culminating activity. These projects allow high performing students to challenge themselves to explore the depth and complexity of a topic and collaborate with other high performing peers.

Similarly, the Charter School meets the needs of its high achieving students by providing differentiated work. Small group instruction, adapted projects and tasks are provided to high achieving students who do not meet the requirements for the Charter School GATE program, and are identified through the data analysis process. Students who are considered high achieving in a subject area or content are provided differentiated support by credentialed teachers in small groups within the general education setting.

Aspire Slauson Academy Charter also provides students with cultural enrichment opportunities in non core subject areas such as Art to all students in grades TK-6. Students participate in learning grounded in the California Visual Art Standards twice a week.

## **Assessment**

At Aspire Slauson Academy Charter, 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 at ASA 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, DIBELS, and running records)
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. Project Rubrics, Performance Tasks);
- Day-to-day assessments related to specific content or skills
- Qualitative observations of the process of learning (teachers' anecdotal notes, reflection logs, internship mentor reports)

Aspire Slauson Academy Charter uses a student-centered workshop model to deliver the units of study curriculum in reading, writing, and phonics. The workshop consists of a mini lesson, independent work, and share. The mini lesson includes a connection (activating prior knowledge), the teaching point

(standards-based objective), teach (direct instruction), active engagement (guided practice) and link (application). During the connections, the teacher uses the following strategies: remind, celebrate, point out challenges, share a sample of student work, share a metaphor/story, or create new goals. Then the teacher states the learning objective for the lesson referred to as the teaching point. There are four main types of strategies within the teaching point: demonstration, explanation with example, inquiry, and guided practice). Within the active engagement students are placed in strategic partnerships and engage in turn and talks, stop and jots, stop and draw, stop and read, or stop and think to allow them to practice the new skill and process with teacher feedback. The strategic partnerships are carefully selected in 6 - 8 week cycles considering students personalities, strengths, and areas of growth. The purpose of the strategic partnerships are: providing opportunities for structured student talk, maximum engagement and accountability, opportunity for teachers to gather formative data, opportunity for students to internalize new information. The active engagement is followed-up by a link which links their learning from today to future opportunities where they can apply what they learned. The mini-lesson is less than 10 minutes long giving students an extended amount of time to practice the skills that were explicitly taught in the mini lesson.

As part of the workshop structure, once the 10 minute mini lesson concludes, students are working independently from 30 - 40 minutes while the teacher focuses on differentiated one-on-one and small-group teaching. During one-on-one and small-groups, the teacher circulates, observes, questions, listens, coaches, demonstrates, reinforces the mini-lesson, and encourages. During the independent time, within certain guidelines, students have voice and choice in the writing and reading they engage in. This is tied to the research that students who have choice and voice in reading and writing have higher engagement and motivation. The short direct instruction and extended independent work with opportunities for feedback are also based on the belief that students will become better readers and writers by spending extended times reading and writing. The workshop closes with a share where teachers can celebrate students' work, reinforce the teaching point, or address any misconceptions.

ASA also uses a student-centered workshop model to deliver math instruction. The workshop consists of a mini lesson, data-driven small group instruction, math stations and independent work. The mini lesson includes activating prior knowledge), standards-based objective, teach/model (direct instruction), active engagement with group and/or strategic partners (guided practice) and problem-solving (application). During prior knowledge, the teacher asks questions that require students to make connections to previously taught concepts. Then the teacher states the learning objective for the lesson and models new learning through a think-aloud. Within the active engagement, students are placed in strategic partnerships and engage in turn and talks, stop and jots, stop and draw, or stop and think to allow them to practice the new skill and process with teacher feedback. The strategic partnerships are carefully selected in 6 - 8 week cycles considering students personalities, strengths, and areas of growth. Strategic partnerships provide: opportunities for structured student talk, maximum engagement and accountability, opportunities for the teacher to gather formative data, and opportunities for students to internalize new information. Students also engage in strategic partnerships for problem-solving using the "Read, Draw, Write" method. Students make mathematical models to show the strategies used and write an explanation of their answers. All math lessons conclude with a lesson debrief in which students are

asked strategic questions in order to synthesize their new learning. Jeff Zweir's Mathematical Language Routines are also used to promote language development and the use of academic math vocabulary.

Aspire Slauson Academy Charter uses the 5-E model (Engage, Explore, Explain, Extend, Evaluate) to deliver science instruction, grounding lessons in anchor phenomena and solving problems using the 3 dimensions of science (Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas). Students use Mission Logs/Science Notebooks to record, reflect on inquiry-based observations, activities, investigations and experiments.

Teachers use a variety of data points as part of the math curriculum to inform their math instruction. Exit tickets, topic quizzes, mid-module, end-of-module assessments, along with anecdotal notes are analyzed during data talks to inform Tier 1 and Tier 2 interventions needs.

Another instructional approach is the use of co-teaching as Aspire Slauson Academy Charter. We have continued our collaboration and co-teaching efforts. The Education Specialist, Instructional Support Team members, and classroom teachers collaborate during planning and engage in the following co-teach models (parallel teaching, alternative teaching, team-teaching, one teach, one assist.) Co-teaching has many benefits. It allows teachers to work with smaller groups and provide immediate feedback to more students. It also allows teachers to give differentiated instruction or more/less scaffolds while getting students to meet the same objective.

There are a number of supports in place for teachers delivering this instruction. Our teachers have engaged in extensive professional development including Teachers College (reading workshop; writing workshop; phonics workshop), Growing Educators and 5-day Eureka training for math. Teachers have opportunities to collaborate vertically across grade levels as well as within grade levels in both math and ELA. Teachers engage in a full day pull out ELA planning sessions for each unit. Teachers, Instructional Support Team members, Education Specialists and the Dean of Instruction engage in unit planning for reading, writing, and phonics (K-2). The purpose of the planning session is for teachers to do the intellectual prep for the unit while providing opportunities for collaboration. Teachers analyze pre and post data, identify focus standards, determine the essential question/ enduring understanding, pace objectives, and study student exemplars/ rubrics/ learning progressions. In addition, teachers have weekly planning sessions with the Dean of Instruction. For math planning, teachers use an Internalization Protocol for each Eureka Module, to analyze the content for math vocabulary, aspect of rigor, misconceptions, pre-requisite skills and unfinished learning.

To support curriculum delivery school-wide we have engaged in instructional rounds (text: Instructional Rounds in Education) and instructional labs. During instructional rounds, we have used the lens of the instructional core (teacher, student, content, task) with the curriculum. We have used the instructional lab structure to provide professional development through mega and mini labs in our implementation of the phonics units of study curriculum. Teachers are able to watch a mini lesson within a mega lab, then teach the lesson in small groups within a mini lab. This creates shared language and understanding of the components of the curriculum.

In order to assess student learning, Aspire Slauson Academy Charter administers multiple assessments throughout the year: state, region-wide, school-wide, and class specific to ensure student mastery of the California content and performance standards in ELA and Math. Some assessments are given multiple times across the year to track progress.

For state assessments, students at Aspire Slauson Academy Charter take the CAASPP in 3rd - 6th, CAST in 5th and ELPAC (ELs). For regional assessments students take the Developmental Reading Assessment, Primary Reading Assessment, STAR, Interim Comprehensive Assessment (ICA) and a Math Interim Assessment to measure student learning. School specific assessments include pre and post standards aligned unit assessments. In addition to formal assessments, research states that the most valuable assessment to learning are formative assessments. For this reason, teachers collect formative data aligned to the focus standards for the unit in the form of status of the class, formative data collection logs, and anecdotal notes.

Each assessment yields different data points. Once an assessment has been administered, teachers engage in data analysis and data talks to celebrate successes, identify areas of growth and implement strategic next steps for whole group, small group, and one-one one instruction. For example, once students take the ICA, teachers engage in extensive data analysis which consist of claims analysis, standards/cluster analysis, question type analysis to inform whole group and small group instruction. ASA teachers also disaggregate data in every assessment by subgroup: Black, Latino, SPED, EL and reflect on the instructional practices and supports to ensure they are showing academic success.

We are also engaging in data talks and cycles of inquiry with key assessments to celebrate successes, identify growths, and plan strategic next steps for assessments that students take across the school year such as the Dibels Reading Assessment, STAR Renaissance Reading Assessment, and Math Benchmarks.

Our Multi-Tiered System of Support (MTSS) structure focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. The MTSS team includes the Principal, Deans of Instruction, School Psychologist, School Counselor, Education Specialists, Behavior Intervention Specialist, Mental Health Counselor, Speech Pathologist and classroom teachers.

An RTI triangle is used to identify students in each of the 3 Tiers based on data to ensure that all students are receiving the needed support.

As part of MTSS, we have systems and structures to provide support across all tiers. Data is a driving factor across all tiers. Teachers engage in data analysis to identify next steps with whole group instruction, small groups of students, and individuals. Within Tier 1 instruction for ELA, students are receiving differentiation within standards based instruction. Teachers engage in conferring with all students in reading and writing. Within Tier 2 instruction, students who need additional support accessing grade level standards are provided with small group instruction. Within Tier 3, students identified as having unfinished learning (gaps in foundational skills) are provided with remedial instruction in addition to grade

level content in the form of foundational skills and guided reading. Within Tier 1 instruction in math, students are receiving differentiation for concept development. Small group targeted Tier 2 instruction is provided for students needing additional support for concept development and fluency. Tier 3 students identified with unfinished learnings are provided with additional remedial instruction in previous grade level math concepts and fluency development.

Teachers and Instructional Support Team members strategically provide interventions to students based on needs across the different tiers. Within tier 1 and tier 2, instructional support team members engage in co-planning and co-teaching (parallel teaching, alternative teaching, and team teaching) as well as data informed small group support and one-on-one support.

To address ELD standards, all English Learners have been placed in a designated ELD group based on formative data collection, previous year's ELD data, and ELPAC data. We use EL Achieve where ELD standards are explicitly taught throughout the week. Students take the weekly and unit assessments to assess their learning specific to the ELD standards. Integrated ELD occurs throughout the school day in all content areas by providing language support. Teachers have been pushing academic discourse through strategic partnerships, structured talk protocols, levels of questioning, and sentence frames. We have been using the text *Academic Conversations* by Jeff Zwiers to ground our work. In addition, a number of our teachers have been GLAD certified to provide supports during integrated ELD. Slauson teachers provide visuals, explicit vocabulary instruction, color-coding, graphic organizers to provide access for our English learners.

### **Technology as a Tool**

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

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

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

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

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

Math:

- Eureka (TK – 6th)

ELA:

- Typing Club (TK – 6)
- NewsELA (3rd – 6th)
- Read Theory (3rd – 6th)

References:

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

ASA implements 1:1 Google Chromebook computers in all classrooms 1st – 6th grade. These computers can be utilized to take close reading notes, build student typing and platform proficiency, read a passage or have it read to them, and take publisher assessments that closely mirror the state’s platform. Teachers work diligently with their grade level peers during regularly scheduled grade level meetings to plan instruction and utilize the full potential of technology integration. ASA also employs a full-time Technology Specialist, who is supported by our Home Office. The Technology Specialist meets regularly with grade-level teams to review Blended Learning student data, while also supporting teachers in planning technology based lessons.

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

The following table lists the state adopted and/or Common Core/NGSS Aligned texts for each core content area:

<b>Core Content</b>	<b>State Adopted and/or Common Core/NGSS-aligned Curriculum</b>	<b>Supplemental Resources</b>
ELA	Lucy Calkins Reading Units of Study Lucy Calkins Writing Units of Study Lucy Calkins Phonics Units of Study	
Math	Eureka Math	
Science	CA STEMscopes 3D	Mystery Science Stanford SCALE
Social Studies	ELA	Lucy Calkins Reading Units of Study Lucy Calkins Writing Units of Study
ELD	EL Achieve	Brainpop ELD GLAD



### ***Transitional Kindergarten***

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

Our goal is to teach social and emotional skills, such as self-confidence and cooperation, and early academic skills, such as numbers and letters. In TK, teachers help children develop skills through activities that build confidence and communication. They also expose children to reading and math in exciting, interactive ways by using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns. Students are selected using our established enrollment criteria and priorities. Scholars who are enrolled in TK can enroll in traditional kindergarten classes the following year. Depending on the number of TK students enrolled at a school site, the school may create a stand-alone TK class, or the TK students may be integrated into a Kindergarten classroom. The school follows the California Department of Education's guidance, and our program is aligned to the guidelines in the California Preschool Learning Foundations. All TK teachers are appropriately, and fully, Credentialed.

The TK daily instructional schedule follows the same calendar and bell schedule as our traditional kindergarten, with all students receiving a minimum of 365 minutes of instruction on a typical day. TK students receive daily instruction in Mathematics, English Language Arts, Science, Social Studies, Social-emotional and Behavioral learning. They also participate in our Specials classes such as Music, Art, Library and P.E. The school implements a report card that is highly aligned to California state guidance for early learning, and is differentiated from our traditional kindergarten report card.

## Academic Calendar and Schedules



### ASPIRE SLAUSON ACADEMY CHARTER Academic Calendar 2021-2022 (180 Student Instructional Days)

#### Semester 1: August 16, 2021 - January 21, 2022 (84 days)

July 2021						
S	M	T	W	R	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 2021						
S	M	T	W	R	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				

September 2021						
S	M	T	W	R	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		

October 2021						
S	M	T	W	R	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						

November 2021						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	R	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	

COLOR LEGEND	
	Holidays and Breaks
	First day of semesters
	Pupil Free Day (Teacher PD)
	Early Dismissal

HOLIDAYS AND PUPIL FREE DAYS	
07/05/21	Independence Day
09/06/21	Labor Day
10/4/21-10/08/21	Fall Break
11/11/21	Veteran's Day
11/22/21-11/26/21	November Holiday
12/20/21-01/07/22	Winter Recess
01/17/22	Dr. Martin Luther King's Birthday
02/21/21	Presidents' Day
03/28/22-04/01/22	Spring Recess
05/30/22	Memorial Day

IMPORTANT DATES	
08/16/21	First Day of Instruction
01/21/22	Last Day of Semester 1
01/24/22	Second Semester Begins
06/17/22	Last Day of Instruction

\*Calendar is subject to change.

#### Semester 2: January 24, 2022 - June 17, 2022 (96 Days)

January 2022						
S	M	T	W	R	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					

February 2022						
S	M	T	W	R	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					

March 2022						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	R	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

May 2022						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	R	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		

## Bell Schedule

ASPIRE SLAUSON ACADEMY CHARTER CHARTER			
REGULAR		EARLY DISMISSAL	
Start Time	8:20	Start Time	8:20
Recess TK-6	9:50-10:05	Recess TK-6	9:40-9:55
Lunch	12:40-1:20	Lunch	11:55-12:35
Dismissal	3:20	Dismissal	1:20
DAILY TOTAL INSTRUCTIONAL MINUTES: 365		DAILY TOTAL INSTRUCTIONAL MINUTES: 245	

**Regular Dismissal (MONDAY-THURSDAY)**

TK/K			
Start	End	Section	Minutes
8:20	8:35	Morning Routine/Community Circle	15
8:35	8:50	Math Workshop	15
8:50	9:10	PATHS	20
9:10	9:50	PE/ART	40
9:50	10:05	RECESS	
10:05	10:35	ELA Workshop	30
10:35	11:20	Reading Workshop	45
11:20	11:50	ELD	30
11:50	12:40	Writing Workshop	50
12:40	1:20	LUNCH	
1:20	1:50	Writing Workshop	30
1:50	2:55	Math Workshop	65
2:55	3:15	Science	20
3:15	3:20	Closing Routine	5
Daily Instructional Minute			365

**Early Dismissal (FRIDAY)**

TK/K			
Start	End	Section	Minutes
8:20	8:50	Mourning Routines/Community Circle	30
8:50	9:40	SEBL/PATHS	50
9:40	9:55	RECESS	
9:55	10:55	Math Workshop	60
10:55	12:05	ELA Workshop	70
12:05	12:45	LUNCH	
12:45	1:15	Science	30
1:15	1:20	Closing Routine	5
Daily Instructional Minute			245

**Regular Dismissal (MONDAY-THURSDAY)**

1ST			
Start	End	Section	Minutes
8:20	8:35	Mourning Routines/Community Circle	15
8:35	8:50	Math Workshop	15
8:50	9:15	Phonics/Read Aloud	25
9:15	9:50	Writing Workshop	35
9:50	10:05	RECESS	
10:05	10:25	ELA Workshop	20
10:25	11:05	PE/Art	40
11:05	12:05	Math Workshop	60
12:05	12:40	ELD	35
12:40	1:20	LUNCH	
1:20	1:35	Math Stations	15
1:35	2:55	Reading Workshop	80
2:55	3:15	Science	20
3:15	3:20	Closing Routine	5
Daily Instructional Minute			365

**Early Dismissal (FRIDAY)**

1ST			
Start	End	Section	Minutes
8:20	8:40	Mourning Routines/Community Circle	20
8:40	9:00	Math Workshop	20
9:00	9:20	ELA Workshop	20
9:20	9:40	Science	20
9:40	9:55	RECESS	
9:55	10:45	Math Workshop	50
10:45	11:15	ELA Workshop	30
11:15	12:05	SEBL/PATHS	50
12:05	12:45	LUNCH	
12:45	13:15	Science	30
1:15	1:20	Closing Routine	5
Daily Instructional Minute			245

**Regular Dismissal (MONDAY-THURSDAY)**

2ND			
Start	End	Section	Minutes
8:20	8:45	Mourning Routines/Community Circle	25
8:45	9:10	Phonic	25
9:10	9:50	Writing Workshops	40
9:50	10:05	RECESS	
10:05	11:05	Math Workshop	60
11:05	11:20	ELA Workshop	15
11:20	12:05	Reading Workshop	45
12:05	12:40	ELD	35
12:40	1:20	LUNCH	
1:20	2:00	Math Workshop	40
2:00	2:20	ELA Workshop	20
2:20	2:40	Science	20
2:40	3:15	PE/Art	35
3:15	3:20	Closing Routine	5
Daily Instructional Minute			365

**Early Dismissal (FRIDAY)**

2nd			
Start	End	Section	Minutes
8:20	9:00	Mourning Routines/Community Circle	40
9:00	9:40	SEBL/PATHS	40
9:40	9:55	RECESS	
9:55	11:00	Math Workshop	65
11:00	12:05	Science	65
12:05	12:45	LUNCH	
12:45	1:15	Science	30
1:15	1:20	Closing Routine	5
Daily Instructional Minute			245

Regular Dismissal (MONDAY-THURSDAY)			
3RD			
Start	End	Section	Minutes
8:20	8:35	Mourning Routines/Community Circle	15
8:35	9:15	Writing Workshops	40
9:15	9:50	ELD	35
9:50	10:05	RECESS	
10:05	11:10	Math Workshop	65
11:10	11:50	PE/ART	40
11:50	12:40	Math Workshop	50
12:40	1:20	LUNCH	
1:20	2:25	Reading Workshop	65
2:25	3:10	Science	45
3:10	3:20	Closing Routine	10
Daily Instructional Minute			365

Regular Dismissal (MONDAY-THURSDAY)			
4TH			
Start	End	Section	Minutes
8:20	8:40	Mourning Routines/Community Circle	20
8:40	9:15	ELA Workshop	35
9:15	9:50	ELD	35
9:50	10:05	RECESS	
10:05	11:35	ELA Workshop	90
11:35	11:55	Math Workshop	20
11:55	12:40	PE/Art	45
12:40	1:20	LUNCH	
1:20	3:10	Math Workshop	110
3:10	3:20	Closing Routine	10
Daily Instructional Minute			365

Regular Dismissal (MONDAY-THURSDAY)			
5th			
Start	End	Section	Minutes
8:20	8:50	Mourning Routines/Community Circle	30
8:50	9:50	Math Workshop	60
9:50	10:05	RECESS	
10:05	10:45	Math Workshop	40
10:45	12:00	Reading Workshop	75
12:00	12:40	Writing Workshop	40
12:40	1:20	LUNCH	
1:20	1:50	ELD	30
1:50	2:30	PE/Art	40
2:30	3:15	Science	45
3:15	3:20	Closing Routine	5
Daily Instructional Minute			365

Regular Dismissal (MONDAY-THURSDAY)			
6th			
Start	End	Section	Minutes
8:20	8:35	Mourning Routines/Community Circle	15
8:35	9:50	ELA Workshop	75
9:50	10:05	RECESS	
10:05	11:45	Math Workshop	100
11:45	12:30	ELA Workshop	45
12:30	12:40	Science	10
12:40	1:20	LUNCH	
1:20	1:30	Science	10
1:30	2:00	ELD	30
2:00	2:35	JTC Electives	35
2:35	3:20	PE/Art	45
Daily Instructional Minute			365

Early Dismissal (FRIDAY)			
3rd			
Start	End	Section	Minutes
8:20	9:05	Mourning Routines/Community Circle	45
9:05	9:40	Math Workshop	35
9:40	9:55	RECESS	
9:55	10:40	SEBL/PATHS	45
10:40	11:10	ELA Workshop	30
11:10	12:05	Science	55
12:05	12:45	LUNCH	
12:45	13:15	Community Circle	30
1:15	1:20	Closing Routine	5
Daily Instructional Minute			245

Early Dismissal (FRIDAY)			
4th			
Start	End	Section	Minutes
8:20	8:45	Mourning Routines/Community Circle	25
8:45	9:40	SEBL/PATHS	55
9:40	9:55	RECESS	
9:55	10:55	ELA Workshop	60
10:55	12:05	Science	70
12:05	12:45	LUNCH	
12:45	13:15	Science	30
1:15	1:20	Closing Routine	5
Daily Instructional Minute			245

Early Dismissal (FRIDAY)			
5th			
Start	End	Section	Minutes
8:20	8:40	Mourning Routines/Community Circle	20
8:40	9:40	Science	60
9:40	9:55	RECESS	
9:55	11:00	Math Workshop	65
11:00	12:05	SEBL/PATHS	65
12:05	12:45	LUNCH	
12:45	13:15	ELA Workshop	30
1:15	1:20	Closing Routine	5
Daily Instructional Minute			245

Early Dismissal (FRIDAY)			
6th			
Start	End	Section	Minutes
8:20	8:30	Mourning Routines/Community Circle	10
8:30	9:25	ELA Workshop	55
9:25	9:40	Math Workshop	15
9:40	9:55	RECESS	
9:55	10:30	Math Workshop	35
10:30	11:15	SEBL/PATHS	45
11:15	12:05	Science	50
12:05	12:45	LUNCH	
12:45	13:15	Science	30
1:15	1:20	Closing Routine	5
Daily Instructional Minute			245

## Instructional Days and Minutes Calculator

Instructional minutes reflect the tentative academic calendar. All Aspire Slauson Academy Charter Charter students will receive 61,140 instructional minutes per year. This includes 142 Regular School Days and 38 Minimum Dismissal Days, for a total of 180 instructional days.

Grade s	Grade s Offere d	Numbe r of Regular Days	Number of Instr. Minutes Per Regular Day	Num ber of Early Dism issal Days	Number of Instr. Minutes Per Early Dismiss al Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Numbe r of Instr. Days	Minute s Req'd Per State Law	Total Number of Instr. Minutes	Numbe r of Instr. Minute s Above/ Below State Req't.
TK/K	Y	142	365			38	245			180	36000	61140	25140
1	Y	142	365			38	245			180	50400	61140	10740
2	Y	142	365			38	245			180	50400	61140	10740
3	Y	142	365			38	245			180	50400	61140	10740
4	Y	142	365			38	245			180	54000	61140	7140
5	Y	142	365			38	245			180	54000	61140	7140
6	Y	142	365			38	245			180	54000	61140	7140
7	N												
8	N												
9	N												
10	N												
11	N												
12	N												

## Professional Development

Professional development can be divided into the following major approaches:

- New Teacher Training over the summer for all teachers new to Aspire
- Summer Training for all teachers and staff
- Professional Learning Meetings (PLM) on Friday afternoons (early dismissal)
  - PLM: Type 1: involves the entire ASA Team and professional development relates to our Annual Focus and Instructional Priorities. There are opportunities for break-out sessions that are co-facilitated by team members (who have engaged in outside professional development and are bringing it back and contextualizing it for our school's needs). Breakout sessions allow for a differentiated approach to PD based on faculty and staff needs.
  - PLM Type 2: Involves vertical planning based on the standards and promotes the alignment of best practices as an instructional community.
  - PLM Type 3: PLC's: Focused on culture, equity, and tiered behavior supports every 5-6 weeks (Dean, counselor, SPED, and grade level teams). In addition to PLCs meeting during designated PLM 3 Fridays, these PLCs meet on designated Thursdays throughout the year (2x each month)

- PLM Type 4: This is time for teachers to engage in coaching sessions, collaborative planning using recently learned PD
- Instructional Rounds are designed to give faculty the opportunity to learn about best practices in a PD session and then see its practical application. Instructional Rounds are held on-site and involve all members of the community.
- Learning Walks are designed in cooperation with other school sites. An instructional leader will take two to three faculty to visit another site to learn about innovative and best practices.
- Instructional Labs are designed to give teachers intensive and practice experience so they can immediately take it back to their classrooms and apply it practice.

Professional development is devoted to achieving LCAP goals, especially to execute a high quality instructional program and provide educational options to ensure every student graduates college ready and the measurable outcomes tied to its achievement. In the first year of the new charter term the school will focus on professional development for mathematical Language Routines and Integrated ELD.

<b>Aspire Slauson Academy Charter Professional Development Calendar 2021-22</b>	
<b>Dates</b>	<b>Topics</b>
<b>8/2/2021</b>	Staff Reboot Trainings/PD Vision and Framing Book Study: Knowledge Gap Classroom Management Plans Expectations and Responsibilities Technology Models ELA Launch Math Launch SPED Launch Racial Justice Framing Safe Schools ELD Proficiency Groupings REGIONAL PD DAY: LARO
<b>8/3/2021</b>	
<b>8/4/2021</b>	
<b>8/5/2021</b>	
<b>8/6/2021</b>	
<b>8/9/2021</b>	Staff Reboot Trainings/PD Dibels Training SEL Overview Distance Learning Model
<b>8/10/2021</b>	

<b>8/11/2021</b>	C&C and Joy Factor: House System Integrated ELD Technology Action Plan Assessment and Data Front Office Clerical Logistics Beginning of Year Checklist Student Materials
<b>8/12/2021</b>	
<b>8/13/2021</b>	
<b>8/20/2021</b>	Instructional PD
<b>8/27/2021</b>	ELD PD
<b>8/27/2021</b>	Instructional PD
<b>9/3/2021</b>	Culture and Climate PD
<b>9/10/2021</b>	Instructional PD
<b>9/17/2021</b>	Instructional PD
<b>9/24/2021</b>	Culture and Climate PD
<b>9/29/2021</b>	Instructional PD
<b>10/1/2021</b>	Culture and Climate PD
<b>10/6/2021</b>	Instructional Labs
<b>10/8/2021</b>	Instructional PD
<b>10/11/2021</b>	Planning Day
<b>10/15/2021</b>	Culture and Climate PD
<b>10/22/2021</b>	Fall Festival
<b>10/27/2021</b>	All Team Meeting
<b>10/29/2021</b>	Culture and Climate PD
<b>11/3/2021</b>	Instructional Labs
<b>11/5/2021</b>	Culture and Climate PD
<b>11/12/2021</b>	Instructional PD
<b>11/17/2021</b>	Culture and Climate PD
<b>11/19/2021</b>	Instructional PD
<b>11/24/2021</b>	Instructional PD
<b>11/26/2021</b>	Instructional PD
<b>12/3/2021</b>	Report Card Planning/SLC Planning
<b>12/10/2021</b>	Regional PD
<b>12/17/2021</b>	Instructional PD
<b>1/10/2022</b>	Planning Day



<b>1/14/2022</b>	Instructional PD
<b>1/19/2022</b>	Culture and Climate PD
<b>1/21/2022</b>	Culture and Climate PD
<b>1/26/2022</b>	Instructional Rounds w/ Slauson: MLR
<b>1/28/2022</b>	Instructional PD
<b>2/4/2022</b>	Culture and Climate PD
<b>2/9/2022</b>	Instructional Labs
<b>2/11/2022</b>	Instructional PD
<b>2/18/2022</b>	Instructional PD
<b>2/23/2022</b>	Culture and Climate PD
<b>2/25/2022</b>	Black History Festival
<b>3/4/2022</b>	Instructional PD
<b>3/7/2022</b>	Regional PD
<b>3/11/2022</b>	Report Card Planning/SLC Planning
<b>3/18/2022</b>	JTC Literacy Fair
<b>3/23/2022</b>	Instructional Rounds w/ Slauson: MLR
<b>3/23/2022</b>	Instructional PD
<b>3/25/2022</b>	SBAC PD
<b>4/1/2022</b>	Culture and Climate PD
<b>4/8/2022</b>	Instructional PD
<b>4/15/2022</b>	Instructional PD
<b>4/20/2022</b>	Culture and Climate PD
<b>4/22/2022</b>	Instructional PD
<b>4/27/2022</b>	Open House
<b>4/29/2022</b>	Instructional PD
<b>5/6/2022</b>	Culture and Climate PD
<b>5/13/2022</b>	Instructional PD
<b>5/20/2022</b>	Culture and Climate PD
<b>5/25/2022</b>	Planning for Next Year
<b>5/27/2022</b>	EOY Closeout Items
<b>6/3/2022</b>	Spring Festival
<b>6/10/2022</b>	EOY Needs Assessment
<b>6/20/2022</b>	Planning Day

As a public charter school organization with a clearly defined focus, Aspire seeks to attract a diverse team of educators committed to the success of every student. A rigorous and sound process for recruiting and selecting from the pool of teacher candidates is essential. Aspire's multiple-stage selection approach includes: a resume screen; phone or video 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:

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

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

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

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

strategies, known as Core Teacher Skills, which 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.

## **Meeting the Needs of All Students**

### ***English Learners***

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

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

The Charter School meets all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, English Learner and core content instruction, teacher qualifications and training, reclassification 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. Further details can be found in the Charter School’s EL Master Plan.

### **Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on registration forms). Students in the country less than twelve months are given the

state's Designated Primary Language Test (currently the Apprehension and Standards-Based Tests in Spanish or student's first language) to determine the student's academic proficiency when tested in his/her home language.

### **ELPAC Testing**

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

- If the student is new to California, the student is given the Initial English Language Proficiency Assessment for California or the current California language assessment and tested within thirty days of initial enrollment and at least annually thereafter with the Summative ELPAC between February 1 and May 31 until re-designated as Fluent English proficient.
- Aspire notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under 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.
- Students are placed in the appropriate English Language Development (ELD) program based on assessment data from ELPAC, SBAC and Aspire-wide assessments. Student placement can change throughout the course of the school year based on progress monitoring or by parental waiver. Aspire schools provide a general education English instructional placement for all ELs, taught by staff with the appropriate authorization to each ELs.

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

### **Reclassification Procedures**

ELs will take the Summative ELPAC every year until they are reclassified as Fluent English proficient. The Summative ELPAC is only given to students who have previously been identified as an EL based upon the Initial ELPAC results, in order to measure how well they are progressing with English development in each of the four domains (Reading, Writing, Listening, Speaking). The results are used as one of four criteria to determine if the student is ready to be reclassified as Fluent English proficient, to help inform proper educational placement, and to report progress for accountability. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

### **Reclassification (Exit) Criteria**

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

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.

<b>State Criteria</b>	<b>Aspire Policy</b>
Assessment of English Language Proficiency (ELPAC SA Test Results)	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. Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability)

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 receives notice of reclassification eligibility and is given an opportunity to indicate if they agree or disagree that the student be reclassified through the IEP meeting
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"> <li>1. Nearly Met level (Level 2) or higher on the ELA SBAC.</li> <li>2. Nearly Met level (Level 2) or higher on the ELA ICA</li> <li>3. Two levels below DRA/F&amp;P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively).</li> <li>4. STAR Ren level at the average of an English Only student with a similar disability</li> <li>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. (ex: WJ, KTEA, WIAT-III)</li> </ol>

#### For Students with Disabilities on Alternate Curriculum

<b><u>State Criteria</u></b>	<b><u>Aspire Policy</u></b>
<b>Assessment of English Language Proficiency</b>	Aspire currently utilizes the Ventura County Comprehensive Alternative Language Proficiency Survey ( <u>VCCALPS</u> ) to assess our Special Education English Language Learners who are on an alternative curriculum. This

	<p>survey instrument is used to assess language proficiency of student with disabilities characterized as moderate or severe. It is for student, who, because of their disability, cannot access all or part of the ELPAC, and is designed for students who participate in the California Alternate Assessment (CAA).</p> <p><b>Alternative ELPAC:</b> Aspire Public Schools will adhere to the state of California's scoring guidance as they are released in 2021.</p>
<b>Teacher Evaluation</b>	Education Specialist agrees the student should be reclassified based on evidence of academic performance
<b>Parent Opinion and Consultation</b>	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
<b>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.</b>	<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

1. Academic Achievement – English Learners show evidence of academic achievement at the same rate or higher as measured by performance tasks, Star REN, ICA Assessments, Math Interims for K-6, and the State Standards Assessments . Each Aspire Public Schools' charter school's individual charter and LCAP provide specific growth targets.
2. Reclassifying English Learners - All English Learners who meet established criteria are reclassified. There are established follow-up procedures to monitor and support reclassified fluent English proficient students as well as assure all ELs show yearly progress towards meeting



the criteria to become English proficient. The state required conditions for reclassifying are as follows:

- a. Assessment of English Language Proficiency
- b. Teacher Evaluation
- c. Parent Opinion and Consultation
- d. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

## **Strategies and Support**

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

The tenets of the program include these guiding principles:

- The priorities for instruction are language learning and exploration 1) accelerating English language proficiency through explicit designated ELD instruction with language at the forefront 2) supporting students with ELD strategies and scaffolds provided through an integrated approach to increase access to core content areas throughout the day.
  - o All students who are English Language Learners participate in a daily 30 minute designated English Language Development learning experience with a focus on speaking and listening.
  - o In TK-6th grades, teachers incorporate integrated English Learner supports and instructional strategies throughout all content areas. These strategies are identified based on trends from multiple sources of data and incorporated into unit and lesson planning.
  - o TK-2nd grade teachers utilize integrated ELD instructional supports during foundational skills teaching, which support all learners and provide additional scaffolds and practice for English Learners.
  - o All classrooms TK-6th grade, engaged in structured academic discourse in all content areas, with appropriate scaffolds (such as pictures, vocabulary previewing, sentence stems, strategic partnerships) based on students' needs.
- Through the process of data talks, teachers periodically meet to review multiple sources such as ELPAC results, formative and summative assessments, and curriculum based measures (i.e. Star Ren,

F&P, SBAC) along with oral language Samples to move students appropriately through the proficiency levels with an emphasis on speaking/listening.

- Language tasks are relevant to students and applicable to the real world.
- The school English Learner Advisory Council (ELAC) helps to review EL supports and provides feedback on additional needs.

## **Designated English Development**

### **Kindergarten through 6th Grade**

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

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

### **Integrated English Language Development**

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

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

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

### **Progress Monitoring**

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

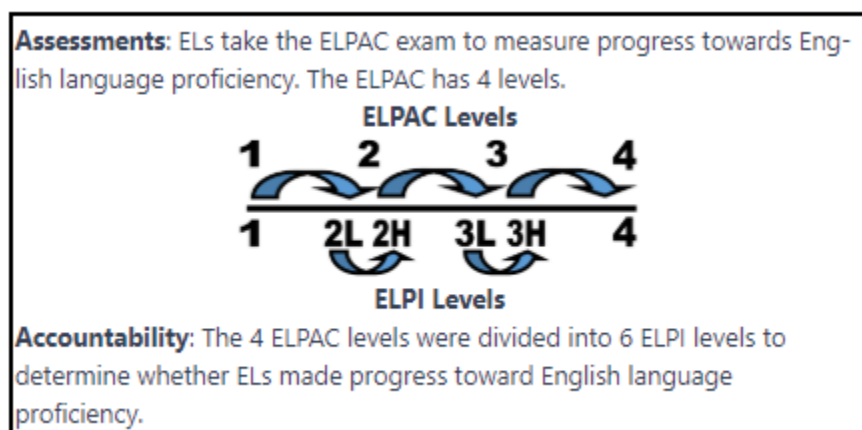
In addition, Aspire's Data and Assessment team developed a progress monitoring dashboard that allows school sites to continuously monitor the progress of their EL students achievement on SBAC, ELPAC, Star Ren, DRA, and other criteria that affect the outcome of students.

## Monitoring, Evaluation, and Accountability

This section focuses on the ways that Aspire will monitor the implementation of processes and procedures, as outlined in this Master Plan. The ultimate outcome of ongoing monitoring is the timely progress of EL students towards reclassification and to ensure that effective instructional programs are effectively implemented. Ultimately, timely reclassification reflects our coordinated efforts to bolster academic achievement and language acquisition in our EL scholars. This section will also outline the system-wide accountability procedures that will ensure Aspire EL programs are effective in meeting the needs of our EL population.

### ***Student Achievement Goals & Accountability***

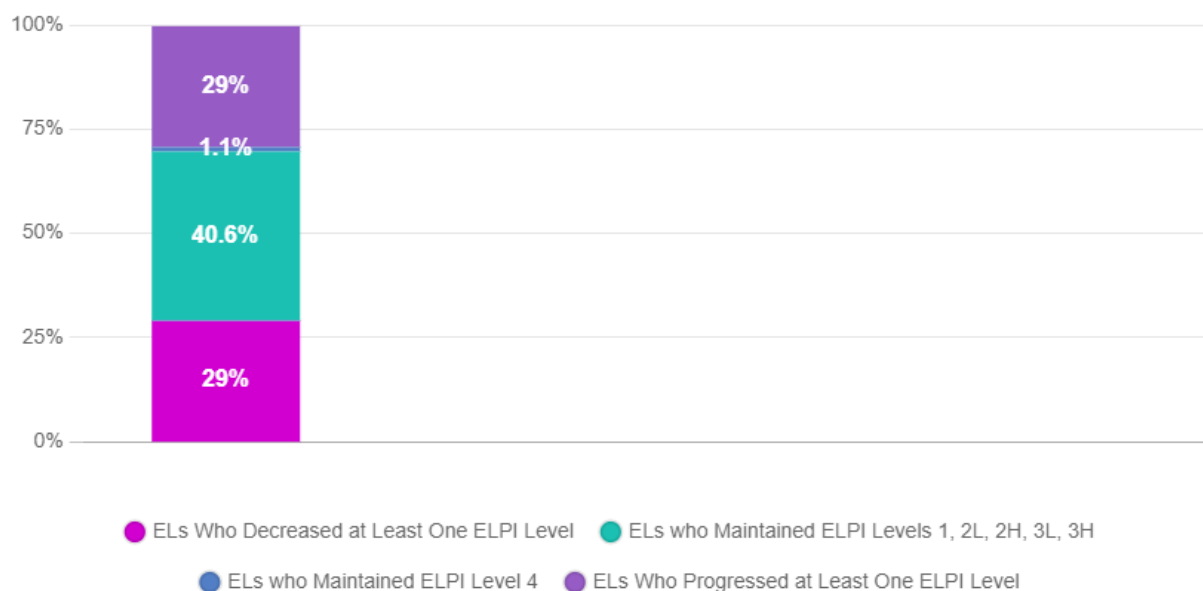
In accordance with federal ESSA requirements, the achievement of ELs will be annually reported to the state and published on the CA School Dashboard. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress towards language proficiency. The graph below shows how the State of California divides the ELPAC assessment into 6 levels to show proficiency for English Learners.



Each Aspire school receives a percentage to show progress toward English proficiency. The percentage is calculated by adding the percentage of students who progressed at least one ELPI level and those that remained ELPAC level 4. Below is a sample graph shown on the CA School Dashboard for ASA's ELPI performance:

## Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



In addition to the ELPI measures, Aspire sites track academic achievement and reclassification as a requirement of the LCAP.

1. Academic Achievement – ELs must show evidence of academic achievement at the same rate or higher as measured by Aspire-made assessments and benchmarks, StarRen, ICA Assessments, Eureka Math Interims for K-8, and the California Common Core State Standards Assessment (SBAC). Each school's individual charter and LCAP provide specific growth targets.

1. Each school's LCAP must also include:

1. Goals to improve student outcomes, identified through the needs assessment which address the academic and language proficiency needs of ELs.
2. Evidence-based strategies, actions, or services to reach goals.
3. Proposed expenditures based on the projected resource allocation to address the findings of the needs assessment consistent with the state priorities

Reclassification- All English Learners who meet established criteria are reclassified and their progress is monitored for up to 4 years

### Progress Monitoring

English Learners have the same thorough ongoing assessment as all of our non-English Learners. This is primarily done through our Multi-tiered support system (MTSS) team and our cycles of inquiry. The school-site RtI team meets on a monthly basis to determine any students who may not be making

adequate progress. They analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

In addition, Aspire's Data and Assessment team at the home office developed a student 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. A screenshot of the Dashboard is provided below:

H	I	S	T	U	V	W	X	Y	Z	AA
FRL ?	ELL?	STAR PrevYr	STAR 1	STAR 2	ELPAC Sum Overall	ELPAC Writing - Sum	ELPAC Reading - Sum	ELPAC Speaking - Sum	ELPAC Listening - Sum	ELPAC Sum Overall PrevYr
Y	EL				3	3	2	3	2	
N	EL									
N	EL		-400	-45	1	1	1	1	1	1
Y	EL		-400	-70	2	1	2	2	2	2
Y	EL		-400	-310	3	2	2	2	2	4
N	RFEP_recent		75	35						4
Y	EL		-400	-400	3	2	2	3	3	3
Y	EL		-400	-400	3	2	2	2	3	
Y	RFEP_recent		-400	-325						4
Y	EL		-265	-195	3	2	2	2	3	4
Y	RFEP_recent		-355	-220						3
Y	RFEP_recent		-400	-280						3
Y	EL		-400	-400	1	1	1	2	2	1
Y	EL		-115	65	2	2	2	2	2	3
Y	EL		-400	-245	3	2	2	2	3	3
Y	EL		-400	-400	2	1	1	2	3	2
Y	RFEP_recent		-400	-270						3
Y	RFEP_recent		-170	-10						4
Y	EL			-400						
Y	EL		-400	-400	1	1	1	2	2	1

### Recent RFEP Monitoring

The school's data tracker identifies students as RFEP or RFEP\_recent. RFEP\_recent indicates that the student reclassified fluent English proficient within the past three years and also includes the date the student reclassified so we can identify if they are year 1, 2, or 3 RFEP. This allows teachers to monitor the academic performance in ELA of students who are recently reclassified. Based on students' academic performance in ELA, students are provided differentiation or intervention on an as needed basis. This could include use of GLAD strategies (pictorial input charts, explicit vocabulary instruction, observation charts, graphic organizers; team tasks) as part of integrated ELD to provide access and/or strategic small group instruction.

### Evaluation of Program Effectiveness

In addition to on-going progress monitoring, and in accordance with Federal Program Monitoring requirements, each Aspire school will annually evaluate the effectiveness of its EL program. The EL program evaluation will take place through the state required LCAP Annual Update process. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency comparable to that of average native speakers of English.

2. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered Aspire already proficient in English.
3. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
4. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
5. Whether to eliminate specific EL activities proven to be ineffective.

The LCAP Annual Update process begins each year in January and consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other Aspire administrators. The Annual Update analysis consists of the following components:

1. Review of initial ELPAC, CA Dashboard, and interim assessment data
2. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners
3. Reclassification rates and students at risk of being identified as Long-Term English Learner
4. In depth review of the 5 components of the EL program evaluation as outlined in the Federal Program Monitoring requirements
5. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
6. Evaluation of the LCAP EL Goal, Actions, Outcomes, and expenditures

Concluding the robust program evaluation process, school leaders incorporate stakeholder feedback into their LCAP Goals, Actions, Outcomes, and Expenditures for the following school year.

### ***Long Term English Learners (LTELs)***

The state defines Long Term English Learners (LTEL)s as students who have been in school in the US longer than five years (i.e., in the sixth year of schooling) and have not met the criteria for reclassification. Many LTEL students have strong social language, but may require more intensive and individualized services to access the academic language demands of secondary content. LTELs are more likely to be in middle and high schools, struggle academically, less likely to be engaged in school and less likely to graduate from high school.<sup>1</sup> In order to meet the needs of these learners, Aspire creates dashboards to make identification of long-term English learners easier for teachers.

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on engagement and study skills during Advisory

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<sup>1</sup> Olsen, L. (2014). Understanding the Needs of Long Term English Learners: A Guide for Educators. NEA Policy Brief. Taken from : [https://www.nea.org/assets/docs/15420\\_LongTermEngLangLearner\\_final\\_web\\_3-24-14.pdf](https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf)

Intervention specialist teachers and Deans of Instruction monitor the progress of LTEL students throughout the year to ensure that they are making adequate progress towards standards, pass classes and stay engaged in school. The ultimate goal is for our LTEL population to reclassify, to ensure their engagement in school and boost their self-efficacy and to actualize their pathway to college.

### ***Progress Monitoring for students “At-Risk” of Becoming LTELs***

In order to meet the needs of these learners, Aspire creates dashboards to make identification of long-term English learners easier for teachers.

- *DIBELs data, reading level progress*
- *SBAC progress*
- *MLL student learning portfolios*
- *Additional instructional minutes*

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on engagement and study skills during Advisory

Intervention specialist teachers and Deans of Instruction monitor the progress of LTEL students throughout the year to ensure that they are making adequate progress towards standards, pass classes and stay engaged in school. The ultimate goal is for our LTEL population to reclassify, to ensure their engagement in school and boost their self-efficacy and to actualize their pathway to college.

### **Monitoring of Professional Development and Implementation of English Language Development strategies**

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

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



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

### **Identification of Gifted and Talented Student and Students Achieving Above Grade Level**

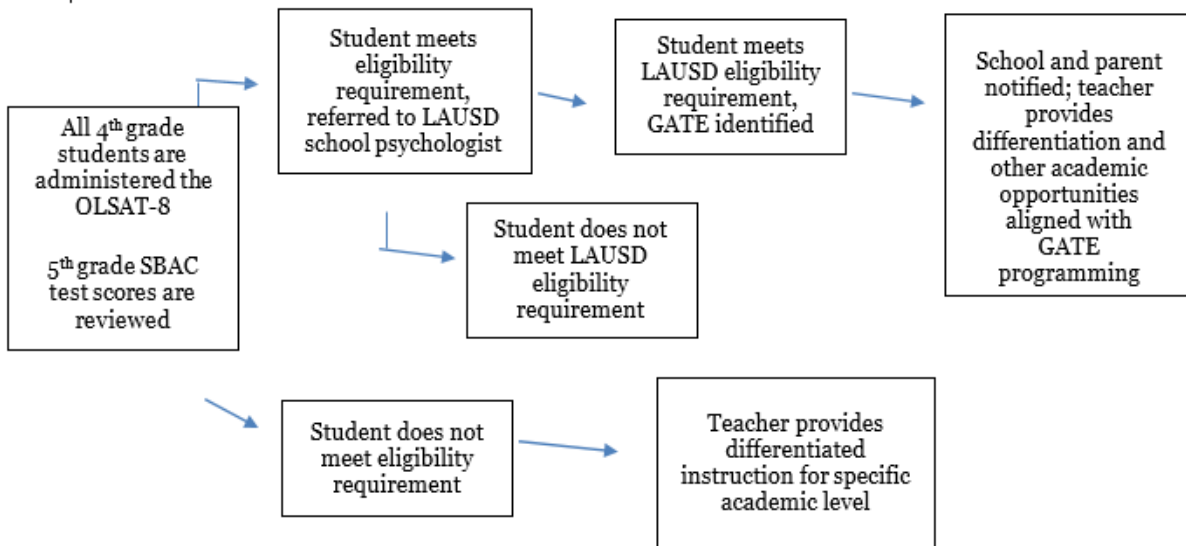
The Charter Schools meets the needs of gifted and talented students and students achieving above grade level through an identification process, delivering relevant instructional program components, and progress monitoring throughout the academic year.

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

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

In addition to Intellectual Ability, the Charter School offers GATE eligibility in the categories of High Achievement and Specific Academic Ability. For High Achievement, the Charter School reviews fifth grade students' SBAC scores in both English-Language Arts and Math received in both third and fourth grade. For Specific Academic Ability, the Charter School reviews fifth grade students' SBAC scores in either English-Language Arts or Math received in third and fourth grade as well as their second grade second and third trimester reporting periods. If the fifth grade student meets the academic requirements, the file is sent to the LAUSD Gifted and Talented department for further review. The Charter School and parents are notified of student eligibility upon completion of review.

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



The Charter School also identifies students who are achieving above grade level through multiple measures. For students in grades 3 and above, SBAC scores are used as the first metric. Additionally, students' Lexile level on the STAR-Ren are used as a metric, and finally, GPA is an additional factor for consideration.

### **Determining the Needs of GATE and Above Grade Level Students and Implementation of Program**

The needs of GATE and Above Grade Level Students are determined by progress monitoring at the Charter School through site-based and org-wide assessments, including interim assessments, reading and math end of unit assessments, and the STAR-Ren. Teachers, site based leadership teams, as well as student success teams monitor students' academic and social-emotional growth during the school year. Family, Teacher, Student conferences occur a minimum of once a semester to review progress and determine the needs of all students, including GATE and Above Grade Level students.

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

GATE students and Above Grade Level students are also provided differentiated work at the classroom teacher level. Small group instruction, adapted projects and tasks are provided to Above Grade Level

students who do not meet the requirements for the Charter School GATE program, as well as GATE identified students. The Charter School's Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level, as well as Identified Gifted and Talented Students are served through the Charter School's Instructional Program. For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student at reading level can sit next to another student doing the same activity three grade levels higher. Small class sizes aid in differentiation of instruction because classroom teachers' understand individual students' strengths and needs. The variety of instructional techniques and materials provided in The Charter School's Instructional 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 may be accelerated to a higher-grade level at the discretion of the parent and principal.

### **Progress Monitoring GATE and Above Grade Level Students**

Progress monitoring of students participating in the GATE and high achieving 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 assessments. Student data is monitored throughout the school year through data analysis protocols and student success teams routinely meet to discuss academic progress, as well as the social and emotional needs of all learners. Academic and social-emotional supports are provided to our GATE and Above Grade Level students as determined by individual school site teams. Additionally, GATE students have a monthly check in with the GATE coordinator on campus to work on extension projects and/or plan specific presentations to enhance learning.

### **GATE and Above Grade Level On-Site Designee**

The Charter School has appointed a Dean of Instruction as the On-Site Designee/GATE Coordinator. The On-Site Designee ensures that all Gifted and Talented Students, as well as students who are Above Grade Level, receive a developmentally appropriate, standards-aligned program. The Charter School sends the On-Site Designee, along with teacher leaders, to training to deepen understanding of strategies to support gifted learners. On-Site Designees meet with parents, as well as provide supports to teachers implementing the GATE program and/or providing differentiation for Above Grade Level Students. Families may contact On-Site Designees through the Charter School's main office. An Aspire Los Angeles Regional Leadership Team member directs and oversees the GATE program at the Charter School to ensure that all students are formally identified by LAUSD as accelerated learners and provide supports to the On-Site Designee.

### ***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 instructional assistants and the academic team 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:

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

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

The Charter School strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students towards grade level and College Readiness outcomes. The RtI framework encourages an inclusive, flexible learning environment, encompassing and extending Aspire Public Schools’ data driven, student-focused approach to instruction. The Charter School educators are

encouraged to deepen coordination of instruction across all learning environments, including our grade level or core classrooms, intervention programs, specialized educational services and non-academic services.

### ***Socioeconomically 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.

### ***Students with Disabilities***

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

### ***Students in Other Subgroups***

#### **Supports for Foster and Homeless Youth**

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

Administrators (Principal and Dean of Instruction) along with the Business 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 Business 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, during parent conferences and when notified of a change by the parent or guardian.

## **A Typical Day at Aspire Slauson Academy Charter**

### **Typical Morning Routine 7:50am - 10:05**

At 7:50am your parents pull up to the curbside of the school to drop you off. The Behavior Intervention Specialist, Ms. Williams, opens the car door for you and greets you with a smile. She directs you to pick up your breakfast so that you can eat and make it to your line on time.

You eat breakfast and interact with your peers and our campus monitors. Then the bell rings at 8:10am and you are directed to walk over to your classroom lines. There you greet your teacher and prepare for the University Hall school wide Morning Meeting. You quietly begin reviewing your classroom college cheer in your head and walk over to the University Hall.

At 8:15am you walk to your designated area in the University Hall dressed for success like a college student. The principal, Dr. Delgado, opens morning announcements by validating and affirming student and teacher successes throughout the week. He sets weekly school goals and reminds everyone of important events. To close the meeting, every class chants their college cheers and students are reminded to honor their families, respect their teachers, and make good decisions. By 8:20am you line up quietly with your class and head to your classroom.

At 8:25am, you arrive at your classroom and follow your classroom routines to prepare for your classroom community circle meeting. As a class, you review your community circle agreements and establish a talking piece. You discuss your favorite subjects in school and some real life experiences that you could use for your writing assignment in the next unit. You all do a class whip around during community circle and you close by giving a classmate a compliment.

At 8:45am, you review your daily learning goals and return to your desks to prepare for the Reader's Workshop Mini Lesson for reading. You begin by preparing your journal, your materials, and your laptop. You transition quickly and quietly to the carpet to sit close to your teacher. During the reader's workshop, you connect to prior knowledge by recounting the previous lesson. Your teacher uses a new section of the book to model a new reading strategy. You practice the new learned strategy with a peer and collaborate to construct new knowledge, while your teacher checks for understanding. To close the active engagement you set a reading goal for the day and move to a productive reading spot where you will continue to practice the strategy with different genres. To conclude the reader's workshop you create heterogeneous groups and share how you applied the new strategy and reflect on your progress of today's reading goal.

You then clean up and transition over to the Blended Learning laptops at 9:00am to work on the computer adaptive software program, Lexia, to practice vocabulary and grammar skills at your own pace. While you work on the computers for thirty minutes, your teacher holds two guided reading lessons for two different groups. When one group meets with your teacher the remainder of your peers work independently on extension activities using Google Classroom, EdPuzzle, and research sites tied to the Core Knowledge unit on the solar system. After thirty minutes, you rotate groups and it is now your turn to meet with your

teacher for guided reading. You now receive small group instruction and you work on phonics, phonemic awareness, sight words, and reading comprehension.

At 9:50am, your class does a college walk to the playground and you take a break. The campus monitors have organized a kickball game, but you decide to go to play handball instead. You get to play a couple of games and cheer your friends on. When you hear the 5 minute warning whistle, you make sure to use the restroom and drink water. By 10:05am you are lined up and ready to head back to class.

#### Typical Mid-Day Routine 10:05am - 1:20pm

After recess, you choose a cozy reading spot in your classroom and settle in with the new and interesting book you chose during your library time yesterday. You are immersed in the book when your teacher taps you and whispers some questions about how you are liking the book so far. You tell her a few interesting facts about reptiles. She praises you for meeting the goal you both set a few days ago about choosing a non-fiction book instead of your usual fiction books. Together, you set a new goal about summarizing the key points in nonfiction books. After your teacher moves on to confer with the next student, you immerse yourself in your book once again.

At 10:40am, your class goes right to specials (physical education). After warming up, you work through the small group centers that focus on gross motor skills. The teacher encourages you and challenges some groups to complete the centers by dribbling a basketball.

After closing up your specials activity with the PE coach, your college class regroups and returns to the classroom at 11:25am. You begin the routine of preparing for your Writer's Workshop mini lesson. You gather your writing materials and head over to your lesson spot on the carpet. You listen closely as your teacher reminds you of the work you did yesterday during writer's workshop. You are focused as she models today's new strategy of enhancing your writing with transitional phrases. You rehearse your addition of transitional phrases to your writing with a partner before your teacher sends you off to apply the lesson's learning.

After closing up the Writer's Workshop lesson for the day, you all return to your desks without wasting time and continue working on your writing piece on traveling to space. You continue working with your classmates in groups according to the writing stage you are on and share resources to write about space shuttles and astronauts. You find that you are extremely challenged but engaged in trying to use all of the resources to write one paragraph.

During writing time, your teacher circulates the room and confers with you on your progress on your writing piece. She praises you for revising your introductory paragraph with a more engaging hook yesterday. She provides you with some specific feedback to make your writing even stronger.

During lunch at 12:50pm, you eat lunch with your friends then immediately head over to the basketball courts. You play a few basketball games with your friends imagining you are on the AYP sports club basketball team winning the championship. After lunch, you return to class for math fact fluency. Your new goal is to move onto your multiplication math facts.

#### Typical End of Day Routine 1:20pm - 3:20pm



Right after math fact fluency, you transition over to the Blended Learning computers at 1:40 to work on the computer adaptive software program, Zearn Math, to practice math standards and concepts reviewed on the math lessons presented by the teacher. This will allow some students to preview the concepts that will be taught in the day's lessons. While you work on the computers for thirty minutes, your teacher holds a Eureka math lesson and works closely with the small group of 13 students that are first up for the lesson. After thirty minutes, you rotate groups at 2:10pm and it is now your turn to receive the same math lesson with your teacher – only this time she has expanded her knowledge on any misconceptions that students may encounter during the lesson. You complete your independent work for the math lesson and prepare for daily objective review since you are nearing the end of the day. After the closing of the lesson, you are given an exit ticket that will be used to check for understanding and create groups to address any learning opportunities.

After some academic discourse in which students reflect on their day, you begin your daily clean up and make your room look presentable for the next day. Each student takes responsibility for the learning environment and helps out to clean up.

At 3:15pm, you walk with your teacher over to the dismissal area. If you participate in the After School Program, then you head over to the benches and wait for your after school program teacher to pick you up. You walk with your After School Program teacher to line up and eat a snack. You then report to your after school program classroom and begin working on your homework. After completing your homework, you participate in a whole class activity on the parts of speech. You are given an opportunity to choose a book of your choice and then engage in some independent reading. You take a break, and then return to finish up an art project that you started this week on Anti Bullying. After you finish your project, you clean up and you get ready to head home.

At 6:00pm, 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 Pupils 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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)*

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

### **PUBLIC SCHOOL CHOICE PERFORMANCE**

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

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

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

### **Measurable Goals of the Educational Program**

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

### **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

#### ***Performance Targets Aligned to State Priorities***

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***

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

ELA:

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

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

2nd - 6th Star Ren: 25% growth from BOY to EOY

Math:

TK-6th: at least 80% of students will meet or exceed the Math Fluency assessments through our Monthly Fluency Assessments.

TK-6th: at least 80% of students will meet or exceed the performance on their End of the Module assessments using Eureka.

### **Method 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);
- **Critical-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), ask questions; and
- **Life Skills:** Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.

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

The Charter School’s academic program is Common Core Standards-based instruction and utilizes data to drive instruction. 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.

## **K-2 Assessment and Monitoring**

Since grades K-2 are not assessed on the CAASPP, Aspire has created a standards-based report card (see descriptors below), to be used in concert with internal ongoing formative assessments by the Charter School to evaluate and monitor the progress of all primary students. Aspire has also adopted DIBELS. DIBELS serves as a universal screener, administered three times a year, that will measure early literacy development (phonological awareness, alphabet knowledge, decoding, and skilled reading) to ensure students acquire literacy skills. K-2 Math teachers administer an Aspire norm referenced-Math Benchmark Fluency Assessment 3 times a year to track growth in the CCSS required grade-level fluency skills. The results are used to develop action plans to target Tier 1 and Tier 2 interventions.

### **PERFORMANCE LEVEL DESCRIPTORS**

Below the grade level standard 1

Approaching the grade level standard 2

Meeting the grade level standard 3

Exceeding the grade level standard

Another assessment used in TK-2 is the primary reading development (PRD) assessment. The primary reading development assesses students on foundational skills: phonological awareness, phonemic awareness, hi-frequency words, and phonics. Students in TK – 2 also take the Developmental Reading Assessment (DRA) assessing for oral reading fluency and comprehension.

As part of our data talk process, teachers assess students' progress, analyze subgroup (Black, ELs, SPED) data and plan next steps for whole group, small group, and on-one-on instruction.

ELA and Math teachers also use different forms of progress monitoring for day-to-day teaching including a standards aligned status of the class (formative data collection). The formative data collection log lists standards based outcomes that are observable. Throughout the lesson teachers are able to collect student data based on these outcomes tied to objectives and standards. There is a coding system - ex) able to do independently, w/ support, unable to do. The most important part of using the tracker, is then analyzing the data to see class trends, growth and to plan the next steps for individuals or for whole group. Another form of data collection is collecting anecdotal notes during conferring.

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

Aspire Slauson Academy Charter utilizes many data tools to ensure that our annual goals are achieved, including both Formative and Summative Assessments in all content areas. In addition to consistently monitoring student achievement through data collection throughout the school day, Aspire Slauson Academy Charter engages in weekly data-driven planning with collaborative teams, including the Administration Team and all Instructional Support Team members, to ensure that daily instruction provided is highly effective and rigorous to meet all student needs with the integration of a variety of research-based instructional practices.

## Reading Assessment

In grades K-2, the Dynamic Indicators of Basic Early Literacy Skills Assessment (DIBELS) is used to benchmark students' reading achievement at least two times a year. This assessment tool measures students' foundational reading skill progression and instructional path to help teachers guide students with their literacy instruction. Aspire Slauson Academy Charter has set benchmarks for every testing period for each grade level. In grades 1-5, the STAR Renaissance Assessment (STAR Ren) is used to benchmark students' reading achievement, as well as identify specific reading skills. In grades K-6, end of unit assessments are given as a summative assessment to determine progression towards Common Core Standards. All of these benchmarks align with the CCSS reading levels. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

See below for the ELA assessment calendars for state and regional assessments. In addition to these assessments, ELA teachers also administer pre/post unit on-demands, pre post unit performance assessments and standards based quizzes which are analyzed during unit planning session or weekly planning sessions

Semester 1																											
	LA - 1				2	3	4	5	6	7	8	9*	10	11	12	13	14	15	16								
	7/27 - 7/31	8/3 - 8/7	8/10 - 8/14	8/17 - 8/21	8/24 - 8/28	8/31 - 9/4	9/7 - 9/11	9/14 - 9/18	9/21 - 9/25	9/28 - 10/2	10/5 - 10/9	10/12 - 10/16	10/19 - 10/23	10/26 - 10/30	11/2 - 11/6	11/9 - 11/13	11/16 - 11/20	11/23 - 11/27	11/30 - 12/4	12/7 - 12/11	12/14 - 12/18	12/21 - 12/25	12/28 - 1/1				
STAR (Optional) Grades 2-12								STAR (Optional) 9/7 - 10/2									STAR (Optional) 11/16 - 12/11										
DIBELS Grades K-2								DIBELS (Modified) 9/7 - 10/2																			
Math Benchmarks (Optional) TK-2								TK-2 Math Benchmarks (Optional) 9/7 - 10/2									TK-2 Math Benchmarks (Optional) 11/16 - 12/11										
ELPAC Grades TK-12			Initial ELPAC BOY Window 9/7 - 10/31														continue testing new, qualifying students throughout the year										
Diagnostic Math IABs (Optional) 3-12							Diagnostic Math IABs (Optional) 8/24 - 12/11																				
Math Interims (Optional) Grades 3-10																											
ELA Interims (Optional) Grades 3-11																											
CAA Science Grades 5, 8, 12																											
Math Diagnostic IABs (Optional) Grades 3-11																											

Semester 2																																					
	BA - 18	19	20	21	22	23	24	25	26	27	28*	BA Break	29	30	31	32	33	34	35	36	37*																
	CV - 18	19*	20	21	22	23	24	25	26	27	CV Break	28*	29	30	31	32	33	34	35	36	37*																
	LA - 17	18*	19	20	21	22	23	24	25	26	27*	LA Break	28	29	30	31	32	33	34	35	36	37															
	1/4 - 1/8	1/11 - 1/15	1/18 - 1/22	1/25 - 1/29	2/1 - 2/5	2/8 - 2/12	2/15 - 2/19	2/22 - 2/26	3/1 - 3/5	3/8 - 3/12	3/15 - 3/19	3/22 - 3/26	3/29 - 4/2	4/5 - 4/9	4/12 - 4/16	4/19 - 4/23	4/26 - 4/30	5/3 - 5/7	5/10 - 5/14	5/17 - 5/21	5/24 - 5/28	5/31 - 6/4	6/7 - 6/11														
STAR (Optional) Grades 2-12																							STAR (Optional) 5/17 - 6/4														
DIBELS Grades K-2						DIBELS (Modified) 2/15 - 3/26																															
Math Benchmarks (Optional) TK-2						TK-2 Math Benchmarks (Optional) 2/15 - 3/5																							TK-2 Math Benchmarks (Optional) 5/17 - 6/4								
ELPAC Grades TK-12	continue Initial ELPAC...				Summative ELPAC window 2/1 - 4/2											continue testing both Initial and Summative ELPAC as necessary																					
Math Interims (Optional) Grades 3-8, 11						Math IAB (Optional) 2/15 - 3/5																															
ELA Interims (Optional) Grades 3-8, 11						ELA IAB (Optional) 2/15 - 3/5																															
SBAC/CAA/CAST Grades 3-8, 11 CAST: Grades 5,8,12																							SBAC/CAA (3-8, 11) CAST (5, 8, 12) 4/19 - 6/11														
CAA Science Grades 5, 8, 12	CAA Science (5, 8, 12)																																				

	English Language Arts
	Mathematics
	English Language Development
	Science
	ELA/Math
*	Quarter end dates
	Fall/Winter/Spring Breaks

**State Reading Assessments:** ELA CAASPP

**Regional Reading Assessments:** ELA ICA, PRD, STAR, DRA

**School-wide Reading Assessments:** Unit Assessments: Pre/Post On Demands; Pre/Post Performance Assessments; Formative Data Collection

As part of our COI including the data talk, teachers assess students' performance and progress on assessments, analyze subgroup (Black, ELs, SPED) data and plan next steps for whole group, small group, and on-one-on instruction.

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

For students in grades 2-6, ASA 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 three times (Fall, Winter, & 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 Slauson Academy Charter Writing Assessments**

In grades K-6, end of unit assessments are given as a summative assessment to determine progression towards Common Core Standards. The prompts change and are aligned with the genres specific to the CCSS grade level standards. The papers are scored with other Aspire staff including teachers and instructional coaches to ensure validity of scores. The rubric for scoring is aligned with the writing rubric used by the state, as well as the sample papers provided in the CCSS standards. Benchmarks are set for every grade level. These scores are analyzed throughout the year.

### **Aspire Slauson Academy Charter Math Assessments**

At Aspire Slauson Academy Charter, our students in TK-6th grade take end of module assessments for each of their units aligned to common core state standards for their grade level. The computation is scored with Illuminate software. In grade level teams, teachers use that data and plan for small group instruction. During each Eureka math module, teachers assign exit tickets as a way to collect data during a lesson in order to modify on the spot or for future lessons in order for students to meet the objectives.

See below for the Math assessment calendar for state and regional assessments:



Math			
Assessment	Purpose	Administration Dates/ Designated Grade Levels for Assessment	Data Analysis/Data Talks
Math Benchmarks/Interims	<ul style="list-style-type: none"> <li>Evaluative</li> <li>Predictive</li> </ul>	Grades TK-6: Mid-November - Mid-December	Mid-January: Benchmark Data Talk
Math Performance Task	<ul style="list-style-type: none"> <li>Instructional</li> <li>Predictive</li> </ul>	Grades 3-6: Mid-November - Mid-December	Mid-January: Benchmark Data Talk
Eureka Assessments	<ul style="list-style-type: none"> <li>Instructional</li> </ul>	At the end of each unit	At the end of each unit
<a href="#">Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)</a>	<ul style="list-style-type: none"> <li>Instructional</li> <li>Evaluative</li> <li>Predictive</li> </ul>	Grades 3-6: Mid-February- Mid-March	Early March: ICA Analysis Data Talk
Smarter Balanced Assessment Consortium (SBAC)	<ul style="list-style-type: none"> <li>Evaluative</li> </ul>	Grades 3-6: Mid-April- Mid-June	
Formative Data Collection	<ul style="list-style-type: none"> <li>Instructional</li> </ul>	Grades TK-6: All throughout the day	

#### State Reading Assessments: Math CAASPP

#### Regional Math Assessments: Fall Math Interims, Math ICA, Math IAB (all Formative Math Assessments)

See below for the description and purpose of Aspire Math Assessments:

For all students grades 3rd-6th Aspire administers a Fall Math Interim Assessment that measures student performance on grade level standards. This assessment is used to serve an evaluative purpose to:

- Measure trends in student data with regards to race, gender, language proficiency, socioeconomic status, and special needs status.
- Measure effectiveness of math program implementation.
- Measure student performance at the cluster level.

This assessment system provides a way to improve student learning by using this data *along with data from instructional assessments* to make strategic support plans that focus on areas such as:

- equitable teaching practices
- intellectual prep & customization
- formative data collection, analysis, & action
- integration of prerequisite standards

Data Talks are utilized to analyze the data and develop an action plan that targets Tier 1 and Tier supports/interventions, with particular attention paid to the needs of subgroups (SWD, ELL and African-American students).

For all students grade 3rd-6th Aspire administers the Interim Comprehensive Assessment (ICA) offered by Smarter Balance to measure standards-based content. Items include all the accessibility resources included in SBAC in addition to a similar scoring scale. Items include Performance Tasks and cover the

range of Depth of Knowledge described in the Common Core State Standards. The format and testing conditions mirror the SBAC and provide valuable data during Data Talks, which utilize the same format as the Math Interim Data Talks.

For grades TK-6th, Aspire Slauson student math progress is monitored through daily strategic checks for understanding during lessons, anecdotal note-taking, analysis of exit tickets, and data analysis of End-of-Module assessments. As part of the COI, teachers assess students' performance and progress on both formative and summative assessments, analyze subgroups (SPED, ELs and African American) data and plan next steps for whole group, small group and 1:1 instruction. In addition, math journals are used to track the progress of students in the areas of problem-solving and the use of academic language.

### **California Physical Fitness Test (FITNESSGRAM):**

Six tests are administered:

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

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

### **California Alternative Assessment (CAA):**

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

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

## **Data Analysis and Reporting**

### **Collecting, Analyzing, and Reporting Data**

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

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to monitor to help monitor and improve the Charter School's education program. Diagnostic and summative results from internal and external assessments are synched to Aspire Public Schools' Data Portal. Data is then linked to school data trackers. Staff analyze student achievement on assessments using student analysis protocols including, but not limited to analyzing standards met versus not met, subgroup performance, and individual student growth from one assessment window to the next. Leaders then use this data to inform changes in the instructional program and allocation of resources to support student achievement. The Principal and other administrators will receive data on the Charter School's student achievement, attendance, and discipline using the Charter School's Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child's teacher; as well as school achievement data on external assessments and school performance indicators annually through the School's Accountability Report Card, which is posted on the school's website. 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 assessments which inform daily instruction. The Charter School utilizes assessments such as Centerpoint created math fall interims, Mathematics Interim Comprehensive Assessments, Mathematics Interim Assessment Blocks, English Language Arts Interim Assessment Blocks, English Language Arts Interim Comprehensive Assessment, STAR, DRA, and PRD monitor student's progress towards meeting the state standards in reading, writing, and math.

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

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

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

### **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:

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

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

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

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

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

Please note, not all standards are assessed during every grading period.

#### Type and Frequency of Progress Reporting:

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

#### Promotion/Retention Policy and Procedures:

**Promotion:** To ensure appropriate student progress through each grade level within one school year, the school implements an MTSS system of support that integrates PBIS, RTI, and the SST process (described in Element 10) to provide acceleration and remediation supports to students as needed. Student academic progress, CAASP, benchmark data and teachers recommendation shall be used to determine promotion.

**Retention:** As early as the first six weeks of school, the school team uses data (academic/behavioral/social-emotional) data to determine if a student should go through the SST process (see Element 10 for additional information). This process also serves to inform teachers and administrators of students who may be at risk of being retained. The following indicators and impact of retention are analyzed when considering retention.

- Class data
  - Student profile
    - FRL/ELL/SPED
  - Attendance

- YTD % chronic absenteeism, absences YTD, tardies YTD
- Behavior/SEL
  - Incidents YTD
  - Counseling supports
- Health
- Academics
  - SBA, STAR, ELAC, DRA, Eureka interim data
- Formative data: Test/quizzes, class status/progress, anecdotal notes, etc.

Once the school team determines that student is at risk of retention, which would include the consent of the student's teacher as required by CA Education Code, the school leader or designee will provide written notification to the student's parent or guardian prior to the end of the 3rd quarter (California Education Code, Section 49067 (a)). 3-6 weeks before the end of the school year, the student's teachers, administrator, with the collaboration of the parent/guardian meet to do a final review of the data and decision for retention. The parents or guardians have the right to appeal the decision to retain to the Area Superintendent of Aspire Public Schools. If the decision of the Area Superintendent is not in agreement with the parents/guardians, the parents have the right to appeal directly to the Chief Executive Officer of Aspire Public Schools. For students with special needs, students will not be retained on the basis of their disability. If a student with an IEP were recommended to be retained, it will be discussed and decided upon by their IEP team.

### **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, prior to the end of quarter 3.
2. Prior to the end of quarter 3, 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.

3-6 weeks before the end of the school year, the student's teachers, administrator, with the collaboration of the parent/guardian meet to do a final review of the data and decision for retention.

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

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

## 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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

### **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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

## **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.

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.

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.

### **Aspire Public Schools Leadership**

1. *Chief Executive Officer (“CEO”)* – The CEO is responsible for the strategic direction and success of the organization across all states and regions.
2. *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.
3. *Chief Financial Officer (“CFO”)* – The CFO is responsible for general accounting and financial planning and analysis, as well as major real estate planning and execution. The CFO is responsible for monitoring cash flows and budgets, and mitigating financial risks to the organization.
4. *Chief Operating Officer (“COO”)* – The COO is responsible for overseeing Aspire’s Operations, Facilities, Data & Assessment and Technology teams.
5. *Chief Academic Officer (“CAO”)* - The CAO is responsible for leading Aspire’s instructional vision and program design.
6. *Chief People Officer (“CPO”)* - The CPO is responsible for leading Aspire’s culture, equity, recruiting, and professional development.
7. *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 charter schools in their region.
8. *Principal* – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

The Charter School will be governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The number of directors on the Board shall be not less than three (3) or more than thirteen (13). The Aspire Board of Directors currently consists of 8 regular members. Directors shall be elected by a majority vote of the directors at a Board meeting.

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.

The directors shall serve for a term not to exceed four (4) years. A director may not serve more than two (2) consecutive terms. Terms have varied start dates, ensuring consistency of governance. Preferably, the newly appointed board member's term will begin at the full board meeting after the candidate accepts membership.

Aspire's Board of Directors encourages all stakeholders to participate in, and share responsibility for, the educational process and educational results of the Charter School. In order to achieve this important end, the Charter School shares local control with a School Site Council ("SSC") and English Learner Advisory Committee ("ELAC"). These groups can bring diverse ideas to the table, and help the Charter School craft a shared plan for improvement.

The organization established the Diversity, Equity and Inclusion ("DEI") Council which is a cross-functional and cross-regional group of teammates committed to helping Aspire with this imperative. This group includes teachers, school leaders, regional and central office teammates who represent different ethnic, gender and age groups. The purpose of the group is to help our organization and teammates live our equity beliefs to best support our students, families and communities. The council works closely with the CEO, meeting with the CEO monthly and quarterly with the Executive Team. This council meets with the Board of Directors annually.

The Executive and Compensation Committee of the Board meets in between meetings of the Board. It is composed of the Board Chair and two (2) Board members. The current members of the Executive and Compensation Committee are Beth Hunkapiller, Warren Felson and Anthony Barkett. The Executive and Compensation Committee has and may exercise all the authority of the Board in the management of Aspire business in between meetings of the Board. This committee is also responsible for CEO and CFO compensation recommendation, fiscal matters, charter accountability, student discipline and other affairs. In accordance with Brown Act, notices and agendas for each regular meeting are 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 with Brown Act, notices and agendas for special meetings are posted at least 24 hours before the scheduled date. Agendas for all board meetings, whether a regular or special meeting, are posted in all school, regional office and central office locations.

The Audit Committee of the Board meets 2-3 times a year. It is composed of 2 Board Members and an Advisory member. Missy Narula, Chief Portfolio Officer for TPG Capital was appointed by the Aspire Board in September 2016 as an Advisory member. The Board may elect an Advisory member that is not part of the Board to provide expertise in the specific areas that are reviewed by the committee. This committee supports the Board with choosing an independent auditor, conferring with auditors and reviewing, approving or rejecting the audit. In accordance with Brown Act, notices and agendas for each regular committee meeting are posted 72 hours in advance of the scheduled date. Special and Emergency Board

Committee meetings, as needed, shall be called according to Brown Act. In accordance with Brown Act, notices and agendas for special meetings are posted at least 24 hours before the scheduled date. Agendas for all board meetings, whether a regular or special meeting, are posted in all school, regional office and central office locations.

The Governance Committee of the Board is composed of two (2) Board Directors and meets ad hoc to review board membership and to discuss board member experience and expertise related to specific elements of effective governance including finance, education, human resources, fundraising, law and real estate among other areas. The current members of the Governance Committee are - Leslie Hume and Nisa Frank. This committee brings forward recommendations to the Board, it is not a decision making committee.

In accordance with Brown Act, notices and agendas for each committee meeting are posted 72 hours in advance of the scheduled date. Special and Emergency Board Committee meetings, as needed, shall be called according to Brown Act. In accordance with Brown Act, notices and agendas for special meetings are posted at least 24 hours before the scheduled date. Agendas for all board committee meetings, whether a regular or special meeting, are posted in all school, regional office and central office locations.

The Governance Committee maintains a “pool” of potential new board members. Building that “pool” consists of the following process:

- CEO, Individual board members or Aspire Executive Team (“AExT”) members (comprised of the Chief of Staff, Chief Financial Officer, Chief People Officer, Chief Academic Officer and Chief Operating Officer) reach out to potential contacts/introductions for initial call or meeting to gauge mutual interest
- Any Aspire staff member can submit a potential Board candidate to the Aspire Board Governance Committee by providing a brief candidate bio to [governancecommittee@aspirepublicschools.org](mailto:governancecommittee@aspirepublicschools.org)
- Candidates with mutual interest are added to potential Board member list maintained by Governance Committee and Aspire staff and discussed on the monthly Governance Committee call

Candidates with mutual interest shall be sent an interest packet by Aspire staff which includes:

- Board member job description
- Board experience survey (to be returned by the candidate with a resume)
- Annual board meeting schedule
- Overview of public transparency and disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
- Aspire overview
- Organization chart

### **Board member qualifications**

All Board members must have expertise in an area that is valuable to achievement of Aspire’s mission and governance, including skills and experience in or within education, finance, governance, and fundraising. The current profile of Aspire’s Board members represents all the aforementioned skills and experiences.

Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire's Board and CEO conduct extensive due diligence to ensure that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to Aspire's mission and success. The recruitment, evaluation and selection of new Board members typically are conducted through the following multi-step process.

**Vetting Process:**

1. The Board Experience Survey will be reviewed and considered for alignment with Aspire identified board composition goals established by the Board and CEO
2. An initial vetting conversation by the CEO and/or Board Chair and/or Governance Committee Chair.
3. The Executive Director of the Aspire Foundation provides an opportunity for the candidate to visit an Aspire school in the candidate's region
4. Follow-up conversations by other members of the Board and Governance Committee
5. Viable candidate resumes and summaries of candidate responses are shared with the Diversity, Equity and Inclusion ("DEI") Council and AExT. DEI Council and AExT provide advisory input to the CEO directly.
6. CEO shares all input with the Board Chair and Governance Committee.
7. Decisions on nominations are shared with DEI Council and AExT.

**Governance Procedures and Operations**

**Nomination and Vote:**

Once the vetting process is complete, the Governance Committee forwards nominations to the full Board for its review and a vote at the next regularly scheduled full board meeting.

All Board meetings are noticed and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c). Board meetings will be held in a location in the county in which the greatest number of Aspire students reside. Regular Board meetings are typically held 5-7 times per year. Frequency and location of Regular meetings are subject to change and noticed in accordance with Brown Act, as applicable. Meetings for the next calendar year are proposed during the June Board meeting of the current year. The full Board reviews and approves the schedule and thereafter the approved schedule is posted to our public website. In accordance with Brown Act, notices and agendas for each regular meeting are posted 72 hours in advance of the scheduled date. Special and Emergency Board meetings, as needed, shall be called according to Brown Act. In accordance to Brown Act, notices and agendas for special meetings are posted at least 24 hours before the scheduled date. Agendas for all board meetings, whether a regular or special meeting, are posted in all school, regional office and central office locations.

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 and Education

Code 47604.1. The Aspire Board has developed conflict of interest 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.

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. Parents and/or members of the public who wish to participate in the location where the meeting is held can address the Board in person within the time allocation provided for public comments. 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.

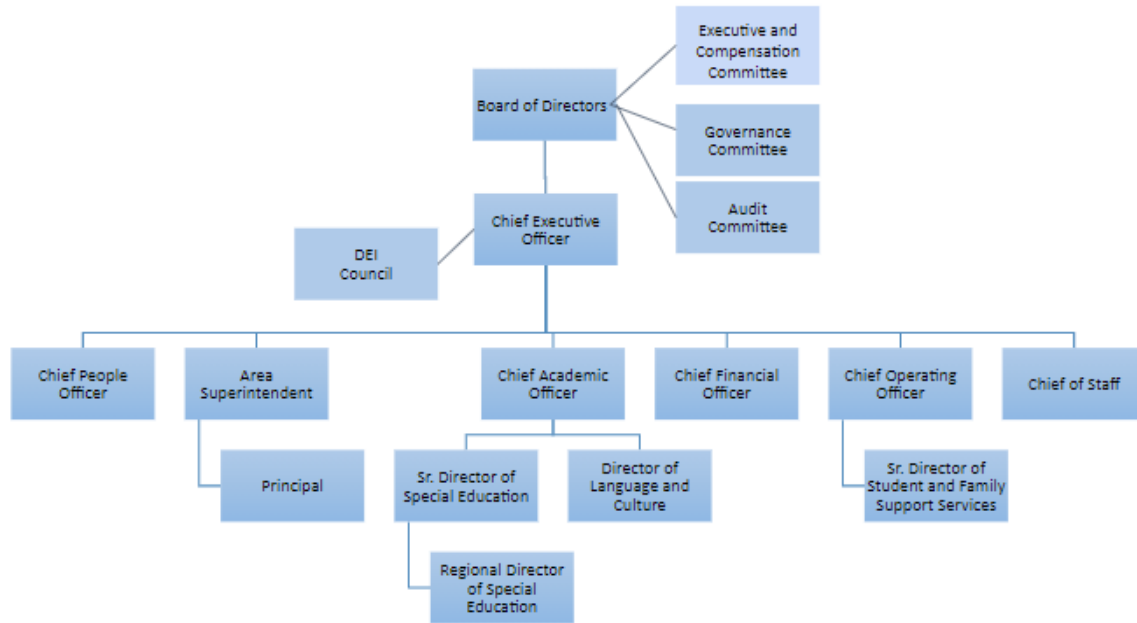
The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school in a location available to the public at all times (e.g. front door entrance, public facing windows) in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures comply with the Brown Act by creating open, public meetings that comply with the teleconference requirements identified in Education Code Section 47604.1. Each Charter School site offers a location for in person comments as well as a teleconference option for every board meeting.

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 unless otherwise authorized by law:

- At least a quorum of the Board may participate from teleconferencing locations within the county in which the largest number of Aspire Public Schools students reside.
- All votes are executed by roll call to record each Board member's approval, opposition or abstention related to decisions requiring a Board vote.
- Agendas are posted at all teleconference locations and all teleconference meetings are conducted in a manner that protects the statutory and constitutional rights of the parties or the public. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant at each teleconference location.

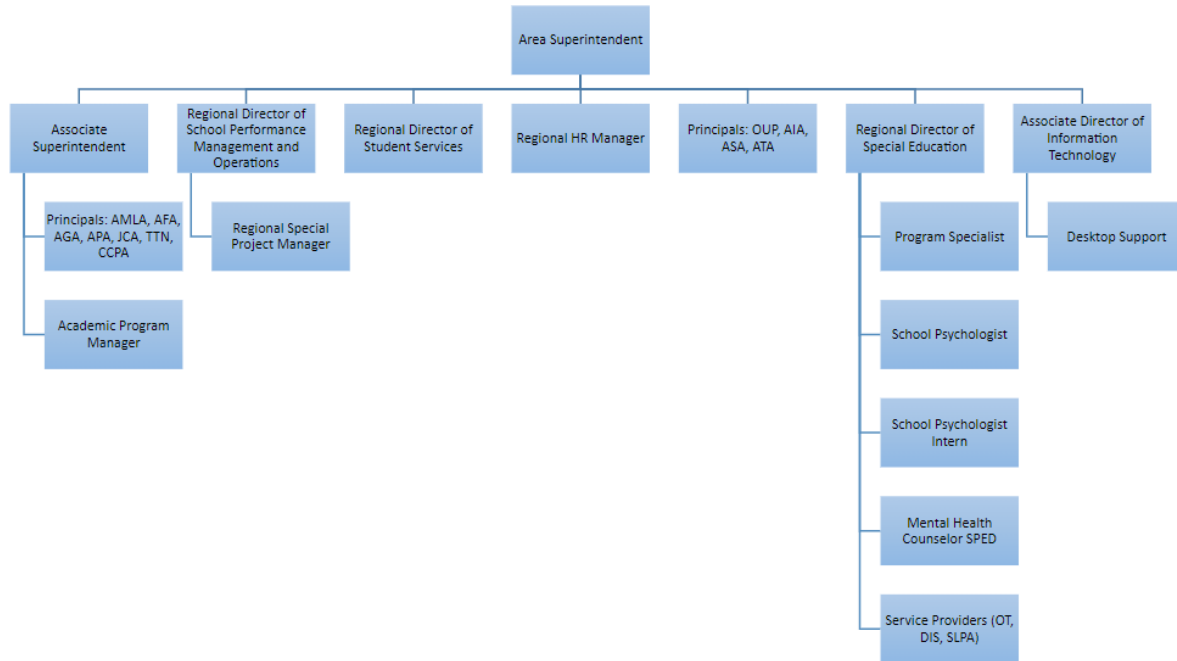
Per Aspire Public Schools' bylaws, each committee consists of at least two or more Board Directors. Meetings vary in timing. Committee meetings are held in the Home Office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606. All committees report to the full Board of Directors. All committees comply with the Brown Act.

## Aspire Public Schools Organizational Chart

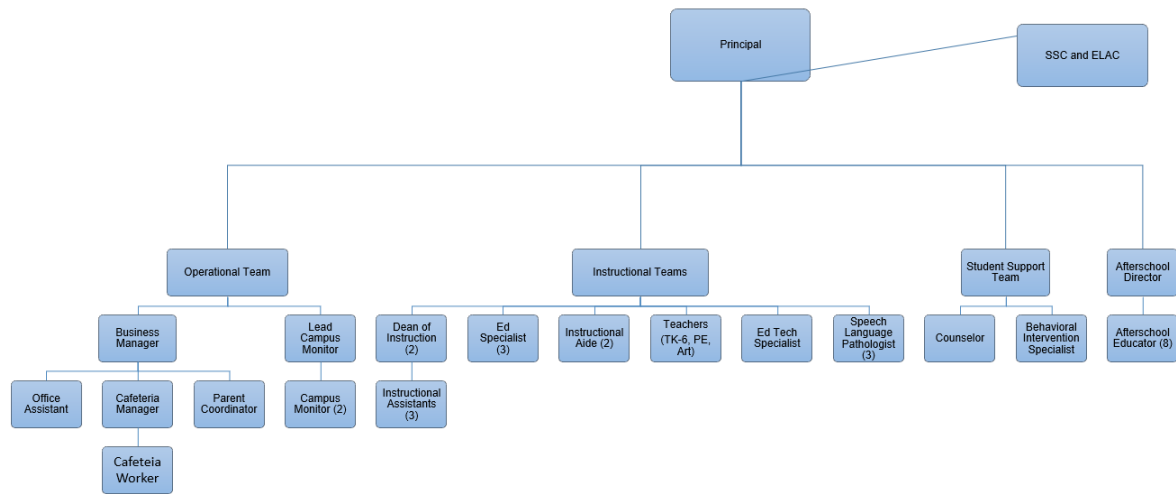




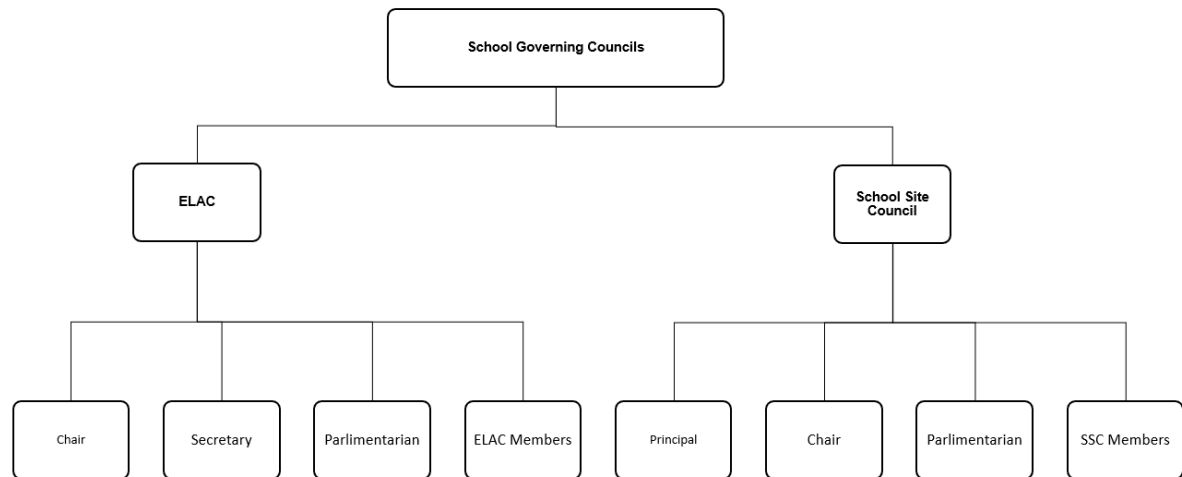
## Los Angeles Regional Office Organizational Chart



## Aspire Slauson Academy Charter 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 Charter School. In order to achieve this important end, the Charter School shares local control with a School Site Council ("SSC").

The School Site Council can bring diverse ideas to the table, and help the Charter School craft a shared plan for improvement. The most effective SSCs 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 the 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. There are at least 5 SSC meetings scheduled in the year. Each meeting covers the following topics; review the schools Strategic Plan with LCAP goals, school wide budget, school-wide data, school safety plan and English learners program. Typically the principal will review all the topics in the first two meetings of the year. The last two meetings of the school year are to begin discussing feedback from the school year that will inform the LCAP goals. Parents give feedback through a short survey and in person on items such as resource allotment, positions, supports for instruction, specific sub-groups, and extracurricular activities. In addition to SSC, parents and staff are consulted on LCAP outside of SSC in open office hours. SSC is a time to process the open discussions and survey input to finalize and vote on goals and Title 1 funds. After all title 1 funds and LCAP goals are finalized they are approved by the Board of Directors.

The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the Charter School. The SSC'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. The principal is responsible for ensuring 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. SSC is comprised of 10 members; 3 classroom teachers, 1 other school staff, 5 parent or community members, and the school principal shall be an ex officio member of SSC. Members can be self-nominated or nominated by another parent or school staff. SSC Members shall be elected for 2 year terms. Half or the nearest approximation of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting. The officers of the SSC will include the chairperson, vice-chairperson and secretary. The officers shall be elected annually at the first/initial meeting of the SSC and shall serve for one year, or until each successor has been elected. Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g. regular elections, appointment of the SSC for the period of time until the next regular election, or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

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 Parent Square 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 Charter 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. Meeting notices and agendas are also sent via Parent Square at least 72 hours prior to the next regularly scheduled meeting. They are made available in each school site and on each Charter School's website to ensure parents or any member of the public are made aware of the opportunity to make public comments.

1. Meetings held/interpreted in Spanish and English.
2. Opportunities to share thoughts and opinions through email and Parent Square, the interactive parent communication platform used by the Charter School.
3. Short summaries of issues, ideas, and decisions of school committees
4. At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

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

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

### **English Learner Advisory Committee**

The role of the English Learner Advisory Committee ("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 the principal and staff on the development of services and EL site plan (to be included in the site LCAP) 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 Parent Square 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 and community members. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the Charter School. For example, if 50% of the students at the Charter School 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.

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election All parents of ELs must receive ballots.

The organizational chart, above, illustrates the involvement of the School Site Council and the English Learner Advisory Committee in the Charter School's governance structure.

Any ELAC established at a site with 51 or more English Learners, shall also meet the following requirements:

- Incorporate into the Charter School's LCAP, a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the Charter School's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via Parent Square in English and in Spanish. Additionally, the printout of the Parent Square 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.

The Charter School welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

## **Parental Involvement in Governance**

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

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

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

## **Additional Opportunities for Family Involvement**

1. Exhibition panels – Families may sit on panels to judge student work.
2. Charter School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the programs 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 programs.
6. Advocacy – Families and community members communicate the Charter School's 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 attend Board meetings during any portion of the public session. Family and members of the community can provide public comments during the designated time for each agenda. Family are not members of these committees. In compliance with the Brown Act, as applicable, Aspire Public Schools 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(c)(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.

*Required knowledge, skills, and abilities:*

- 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.
- Leadership experience in K-12 education.
- Management of a complex, geographically dispersed organization with strong operational/financial stewardship.
- Possession of relationships in the field of education, including with thought leaders and policy makers



- Prior success recruiting, retaining, developing and leading teams in a high-growth, entrepreneurial and evolving organization, with a strong emphasis on culture.
- Track record of building and maintaining a strong organizational culture that focuses on high performance
- Understanding the key elements and development of systems and processes that enable organizations to grow to larger scale and across geographic areas.
- Experience partnering and leading with an engaged Board of Directors.

**Educational level:**

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

**Experience Required:**

- 7+ years' experience as a Director, VP or Chief in a fast paced, high growth environment
- Knowledge of not-for-profit preferred

**Chief Financial Officer**

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound fiscal policies, procedures, controls, and reporting systems. S/he ensures Aspire Public Schools' legal and regulatory compliance of 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, chartering authorities, 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 and certification level:*

- Bachelor's Degree
- Masters preferred
- CPA certification preferred

*Required experience:*

- 7+ years' experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment

- Experience in finance for a multi-site organization
- Knowledge of not-for-profit accounting and public sector finance

### **Chief Operating Officer**

The Chief Operating Officer 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 relationships 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 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. The management team is supported by this individual through management of its team meetings. The Chief of Staff works to ensure that the CEO's time is being spent on the highest priority organizational issues, and leverages the CEO's effectiveness by leveraging his/her time. This is an opportunity for someone who is passionate about academic achievement for all children and has both strategic and operational experience in growing organizations and/or education.

### *Required knowledge, skills, and abilities:*

- Excellent interpersonal skills and ability to work effectively with teammates at all levels
- Exceptional communication skills with demonstrated ability to speak publicly and write persuasively.
- Excellent organization, time management and follow-up skills; ability to successfully handle multiple projects concurrently and work independently.
- Structured thinking, strong analytical skills and drive to make data-driven decisions and follow through with implementation of those decisions.
- Proven ability to manage multiple relationships, weighing varying interests in making decisions and troubleshooting to move initiatives forward.
- Positive, can-do attitude, customer service oriented, professional.
- Comfort with fast-paced work environment within a growing nonprofit.
- Must be willing to travel throughout California on short notice and be available to work nights and weekends periodically.

### *Required educational level:*

- Bachelor's degree
- Masters of Business Administration or equivalent experience.

### *Required experience:*

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

## **Area Superintendent**

The Area Superintendent has overall responsibility for the academic, operational, and fiscal performance for all Aspire Public Schools charter schools in his/her region. The Area Superintendent directly supervises principals to ensure strong school performance and school culture. The Area Superintendent collaborates with regional and statewide systems/representatives to gain support of Aspire charter schools. The Area Superintendent 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 profit and loss ("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 of Instruction**

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 programming 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 regarding 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 law 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 Level:*

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

*Preferred Qualifications:*

- 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 ("RDSPMO") 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 RDSPMO recommends policies and practices which are designed to enhance the management and operations of schools to support the educational opportunities offered to students.

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

*Required knowledge, skills & abilities:*

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

*Minimum educational and certification level:*

- Master's degree
- Administrative Services Credential in school administration preferred

*Experience required:*

- 3+ years as a site administrator or equivalent thereof.
- Teaching and school administration, some of which shall have been at the level of director or lead principal or any equivalent combination,

## **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 the Charter School's multilingual population and Black Excellence Programming. The Director of Language and Culture will drive the highest quality pedagogy for Multilingual Learners and 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:*

- Vast knowledge of the ELD standards and fluency in the Common Core State Standards in English Language Arts
- Instructional leadership and teaching experience required with proven results in student learning as both an instructional leader and a teacher
- Experience in schools with adult learning and professional development required
- Outstanding ability to lead, including influencing and motivating others
- Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
- Demonstrated educational philosophy and methods that encourage the development of active and lifelong learning
- Exceptional understanding of a progressive approach to instructional and a wide knowledge of the most innovative, culturally responsive, and successful instructional methods
- Ability to demonstrate creative and flexible thinking
- Strong time and task management skills, enabling multiple projects to be completed on time
- Alignment to and urgency around Aspire's mission, vision and values
- Excellent team player: always puts the team's goals first and works to support and motivate peers
- Strong interpersonal and organizational skills
- Ability to move comfortably between high level strategic thinking and intricate details
- Excellent ability to drive change and build buy-in through relationship building
- This role may require travel up to 30% time and requires travel to all Aspire regions
- Must be proficient in the Leading for Equity Framework, Liberatory Design and Learning to Improve
- Must be willing to adapt components of Improvement Science in relationship to Networked Improvement Community ("NIC") as a vehicle for Professional Development
- Be an active learner and teammate.
- Demonstrated ability to write effective curriculum units with an equity based pedagogy.
- Curriculum and assessment writing experience recommended

### *Education Level:*

- Bachelor's preferred

### **Regional Director of Student Services**

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

#### *Required knowledge, skills and abilities:*

- Demonstrated commitment to students and learning
- Experience with students in grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Additionally, the ability to perform the following duties is highly desirable: Spanish Bilingual

#### *Minimum educational level:*

- Master’s in Education, Counseling, Social Work or related discipline
- For CA: Pupil Personnel Services Credential (preferred)
- For CA: California Administrative Services Credential (preferred)

#### *Experience required:*

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

### **Senior Director of Student and Family Support**

The Senior Director of Student and Family Support creates and manages systems of service to children in grades K-12, including providing coaching and leading Aspire’s three California regions with student support services, building a network-wide Multi-Tier System of Supports, analyzing regional and school data, providing professional development and training, school-wide intervention and prevention and work with or refer to outside agencies as appropriate to support family systems. The Senior Director of



Student and Family Support is an integral member of the Home Office team and the leadership team, helping to plan, implement, and monitor various Aspire-wide programs that directly supports, achieves and maintains overall student safety and culture.

*Required knowledge, skills and abilities:*

- Extensive experience developing, overseeing, and managing counseling programs for K-12 students
- Track record of successful and innovative counseling program delivery
- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (e.g., Cognitive Behavioral Therapy, play therapy, etc.).
- Excellent organization, time management and follow-up skills; high sense of urgency
- Demonstrated ability to successfully handle multiple cases concurrently
- Demonstrated commitment to students and learning
- Thorough understanding of and abiding by California Board of Behavioral Sciences regulations, National Association of Social Workers Code of Ethics and the code of ethics for counseling disciplines used at Aspire
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively

*Minimum Educational Level:*

- Masters in education, counseling, social work or a related field
- Administrative Services or Pupil Personnel Services Credential with two or more years of experience

*Experience required:*

- Track record of successful delivery of counseling programs for students in grades K-12
- Demonstrated ability to build and supervise counseling and student support teams
- Deep experience in intervention and prevention models for individual and group therapy
- Experience with 504, SARB, discipline processes and crisis management
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Demonstrated ability to work as a part of a team
- Demonstrated ability to adjust to and use new approaches in the performance of his/her duties

### **Senior Director of Special Education**

The Senior Director of Special Education creates, implements and monitors programs for students, including special education, counseling, and student testing. The Senior Director of Special Education 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 and licensure 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 the general direction of the Senior Director of Special Education, the Regional Director of Special Education coordinates the special education program and delivery within the region and provides leadership to the special education regional team, principals and charter schools. 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 school 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, 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:*

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

*Experience required:*

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

**Principal Qualifications**

The Charter School’s Principal will be the instructional leader at the Charter School and will be responsible for helping the Charter School and students achieve the outcomes outlined in this charter. Principal applicants are first screened by the Area Superintendent; if the applicant moves on, the applicant is phone screened by the regional recruiter; if the applicant moves on, the applicant participates in a panel interview with lead teachers and other principals; if the applicant moves on, the applicant participates in a panel interview with students, parents and community members that have a presence at the Charter School. 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 and Licensure Level:*

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

*Required experience:*

- 7 plus years teaching and administrative experience

**Assistant Principal Qualifications**

Assist Principal in managing all the functions of an individual charter school, including the 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 and licensure level:*

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

*Required experience:*

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

## **Business Manager**

The Business Manager is responsible for overall non-academic/instructional business operations of the charter school. The Business Manager upholds the mission and values of Aspire Public Schools, reports to the Principal and collaborates and partners with all school staff and home office teammates as well as with students, parents, and outside consultants/vendors. The Business Manager 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. The Business Manager demonstrates ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives. Demonstrates a growth mindset.

### *Required knowledge, skills and abilities:*

- Strong organizational, time management and multi-tasking skills
- Strong interpersonal and communication skills
- Experience 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 the Education Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

### *Minimum educational level:*

- Bachelor's Degree or equivalent work experience

### *Experience required:*

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

## **Dean of Instruction**

The Dean of Instruction assists the Principal in developing a healthy school community and culture under the principals of "College for Certain". This role is primarily focused on assisting the Charter School in developing and refining the academic program provided to students. Deans of Instruction focus their energies on staff professional development and support, aligning educational offerings to match student needs and evaluating the success of the educational program. Due to the integrative nature of schooling, this position may also be part of leadership teams that examine issues pertaining to school culture, compliance and a wide variety of tasks at the discretion of the Principal. The Dean of Instruction may be involved more with teacher coaching or have a more student facing role, depending on the needs of the Charter School.

*Required knowledge, skills and abilities:*

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

*Minimum educational level:*

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

*Experience required:*

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

**Teacher**

The Elementary Teacher provides a high quality instruction within a small school environment where every student is known and valued as an individual; serves students in grades TK-5; upholds the mission and values of Aspire Public Schools and contributes to Aspire's 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 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
- Required Licensure/Certification: The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
- English Learner Authorization

*Experience required:*

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

**Teacher Qualifications**

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

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

**PE Teacher**

The Physical Education Teacher will be responsible for providing a high quality instruction within a small school environment where every student is known and valued as an individual; 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

*Minimum educational level:*

- Bachelor's degree

*Licensing Requirements:*

- Single subject: physical education authorization, including English learner authorization, required

*Experience required:*

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

**Art Teacher**

The Art Teacher provides a high quality, personalized education program in general children's art.

*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

*Minimum educational level:*

- Bachelor's degree

*Licensing Requirements:*

- Single subject: Art authorization, including English learner authorization, required

*Experience required:*

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

**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.

**After School Educator**

The After School Educator provides academic intervention, homework support, and enrichment activities to students as part of a high-quality after school program. The After School Educator independently



supervises groups of up to 20 students, facilitates learning and works with other members of the after-school program team to meet the academic, social-emotional, behavioral, and physical needs of all students. This position may be responsible for delivering a specialized enrichment or intervention programs requiring knowledge/experience in that specialty.

*Required knowledge, skills and abilities:*

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

Minimum educational level:

- Associate's degree or two years of college coursework completed (or successfully passing of the paraprofessional test)

Experience required:

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

**Counselor**

The Counselor provides a full range of school counseling services to children in grades K-12, including screening and assessment, individual and group counseling, and work with/referral to outside agencies as appropriate. The Counselor is an integral member of the Student Support Team, helping to plan, implement, and monitor programs at the Charter School.

*Required knowledge, skills, and abilities:*

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties

- Deals with obstacles and constraints positively
- Bilingual - Spanish
- The ability to perform the following duties is highly desirable:
  - Supervise Master of Social Work (“MSW”) level interns/Pupil Personnel Services Interns
  - Supervise additional MSW level employees pursuing their clinical licensure in CA

*Minimum educational level:*

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

*Licensure Experience required:*

- Pupil Personnel Services Credential or clinical counseling license
- Eligibility for Pupil Personnel Services Credential

**Education Specialist Mild/Moderate**

The Education Specialist Mild/Moderate instructs students with Individualized Education Programs in an inclusive environment. The Education Specialist 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

*Minimum educational and licensure level:*

- Special Education Teaching education specialist Credential (Mild/Moderate or moderate/severe Education Specialist) required
- 
- Bachelor’s Degree required; Master’s Degree preferred

*Experience required:*

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

### **Instructional Aid, SPED**

The Instructional Aide will support students with special needs in the classroom environment and support the Resource Specialist, General Education team and/or Speech & Language Pathologist.

#### *Required knowledge, skills, and abilities:*

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

#### *Minimum educational level:*

- Two years of college coursework completed
- 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**

The Instructional Assistant support classroom teacher(s) in providing a high-quality, personalized education program for students. The Instructional Assistant works during the school day and/or the after school program. The ideal candidate for this position is a recent college graduate who has an interest in pursuing a career as an educator.

#### *Required knowledge, skills, and abilities:*

- Knowledge of child cognitive development and different learning styles
- 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

#### *Minimum educational level:*

- Two years of college coursework completed Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

#### *Experience required:*

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

## Aspire Slauson Academy Charter's Employee Positions

<b>SCHOOL EMPLOYEE POSITIONS</b> <i>(List all school employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff.)</i>			
<b>JOB</b>	<b>POSITIONS</b>	<b>TYPE</b>	<b>FULL/PART TIME</b>
After School Educator	1	Classified Hourly	Full Time
After School Educator	2	Certificated Hourly	Part Time
Behavior Intervention Specialist	1	Certificated Salaried	Full Time
Business Manager	1	Classified Salaried	Full Time
Cafeteria Supervisor	1	Classified Hourly	Full Time
Cafeteria Worker/Assis.	1	Classified Hourly	Part Time
Campus Monitor	1	Classified Hourly	Part Time
Campus Monitor	1	Classified Hourly	Full Time
Counselor	1	Certificated Salaried	Full Time
Custodian	2	Classified Hourly	Part Time
Dean of Instruction	2	Certificated Salaried	Full Time
Ed Specialist Mild/Mod	3	Certificated Salaried	Full Time
Education Technology Specialist	1	Classified Salaried	Full Time
Health Technician	1	Classified Hourly	Full Time
Instructional Aide, SPED	1	Classified Hourly	Part Time
Instructional Aide, SPED	1	Classified Hourly	Full Time

Instructional Assistant	2	Classified Hourly	Part Time
Instructional Assistant	3	Classified Hourly	Full Time
Lead Campus Monitor	1	Classified Hourly	Full Time
Office Assistant	2	Classified Hourly	Full Time
Principal	1	Certificated Salaried	Full Time
Teacher, Art, K-8	1	Certificated Salaried	Full Time
Teacher, Elementary	11	Certificated Salaried	Full Time
Teacher, Long Term Sub	1	Certificated Hourly	Full Time
Teacher, PE K-12	1	Certificated Salaried	Full Time

## **Element 6: Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

Charter School shall 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.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school

crime committed on Charter School facilities and at Charter School-related functions; and (2) 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- 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 at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

#### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

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 Education Code section 44691.

#### **Medication in School**

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

#### **ATHLETIC PROGRAMS**

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

#### **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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

#### **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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

### **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.

### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

## **Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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, English Learner, and special education student population 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, linguistically, and ability diverse student population.

The Charter School will implement a multifaceted recruitment strategy to ensure we can effectively reach a diverse 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 providing informational presentations at diverse neighborhood groups, community organizations, churches, other leadership organizations, and local preschools and daycare centers.
- Advertising the Charter School's enrollment opportunities through marketing brochures, postcards, posting flyers in neighborhoods, distributing flyers at local business, stores, public parks, recreational centers, and libraries.
- Promoting the school through TV/radio public service announcements targeted to reach a broader audience to announce upcoming enrolling events.
- Hosting open houses to provide information on the school's curriculum, program, and learning environment.
- Providing information about enrollment in local public events and festivals.
- Using banners, school websites and social media advertisements to promote the school and provide information about enrollment opportunities.
- Providing enrollment information and enlisting support from current and former Aspire Public Schools families to provide referrals
- Using of online student recruitment platforms to connect with families actively seeking enrollment to maximize community outreach

All outreach and recruitment materials outlining the school mission, goals, open admission policies, enrollment and lottery procedures will be made available in both English and Spanish, and any other prevalent language used by families in the community served by the Charter School. Staff participating in recruitment and outreach activities will speak English and Spanish to properly engage, inform and support interested community members. Our website, which serves as a hub for recruitment information, provides critical information to families that enable families to make informed decisions about student enrollment, in addition to providing contact information. The public can select a variety of languages to view our school's website.

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 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 Student Population Balance**

The goal of this plan is to bring the applicant pool to be more reflective of the District, in an attempt to bring more balance to the Charter School's population, in terms of its racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils.

The Charter School believes in a diverse student body, and will work to ensure students from diverse backgrounds have access to its academic program. The Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. The Charter School will use the PowerSchool student information platform to track demographic information for all students. The Charter School will conduct an annual diversity needs assessment. Various types of data will be collected to identify the Charter 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 Charter School will create a strategy including components such as, but not limited 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. If the Charter School's student demographic data does not reflect LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio, the Charter School will refocus recruitment efforts to prioritize outreach strategies that specifically reach underrepresented populations. The Charter Schools strongly believes that our best recruitment strategy to maintain the required racial and ethnic balance ratios is to create a welcoming and supportive environment for all students and families. The results from the initial needs assessment will be communicated to the Aspire Board of Directors, including the steps the Charter School will take based on the needs assessment, and a description of the monitoring system the Charter School has established. The Aspire Board of Directors will receive a yearly student diversity update thereafter based on the established monitoring system.

### **A. Benchmarks**

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

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

**B. Outreach**

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

Objective	Metric	Completion Date
1. Aspire's Board may review and provide into the outreach plan as well as any budget	Charter School receives board approval on outreach plan and budget allocations	By October of the new calendar year

associated with the efforts		
2. Provide training to staff leading and involved in recruitment efforts	Training is provided on admissions policies and recruitment strategies.	By October of the new calendar year
3. Ensure that all marketing, outreach, written communications, and meetings are held in both Spanish and English.	Identify a competent translator for all materials and activities. Submit all marketing materials to the LA Regional Office for approval.	By November of the new calendar school year
4. Determine a list of community groups, entities, and individuals to involve in outreach efforts.	Hold 3-5 meetings prior to the start of the new calendar year with these groups, in order to review plans for outreach	By November 1 of the new calendar year
5. Market and distribute brochures targeted toward diverse populations.	Create brochures and vet them with key parents, staff, and home office personnel.	By November of the new calendar year
6. 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 December 1 of the new calendar year.
7. 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
8. 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

9. Provide opportunity to expand or modify efforts based upon response to Open Enrollment registration	Analyze the registration forms including available ethnic, SPED, and ELL information halfway through the Open Enrollment period	By February 20 of the new calendar year
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### **Plan for achieving and maintaining the LAUSD's Special Education Population Percentages**

The school holds at the forefront the importance of providing all students a quality education, including students with disabilities. The school is purposeful in recruiting and supporting students with exceptional needs to ensure their success. The school:

1. Provide training to all staff involved in recruitment efforts to ensure they are knowledgeable about our non-discriminatory admission policy, recruitment processes, and special education supports and services available at the school.
2. Ensure all outreach and recruitment materials include information about our non-discriminatory admission policies.
3. All recruitment materials include information that outlines availability of special education services. This information is also posted on the school website.
4. Provides an Enrollment FAQ that addresses common Special Education questions to ensure families are informed of their rights and supported during the enrollment process.
5. Provides support and information to families through our school's website regarding admissions policies and supports and services for students with exceptional needs.
6. Network and share information about the charter school's enrollment opportunities with local regional centers or other related resource centers.
7. During the charter school's open house events, an Education Specialist/SPED Program Specialist manages informational booths for families where they can learn more about the school's SPED program.
8. Special education case managers regularly review student progress, needs, and meet with grade level teams to collaborate and create accountability for students' services and progress.
9. Teachers and families are aware of the Child Find and referral process for special education.
10. Special education information and all required LAUSD posters and pamphlets are posted in the main office where families can easily access.

The plan above aligns with our goals of achieving and maintaining LAUSD's Special Education Population percentage of 12.1%. These components aim to maintain access for the community we serve including students with disabilities. At Aspire Public Schools we want to ensure our families feel welcome and assured that their child's special education needs are met.



### **Plan for Achieving and Maintaining the LAUSD's English Learner Population Percentages**

1. Ensure all recruitment materials are available in English and Spanish and any other prevalent language used by families in the community served by the charter school.
2. Provide translation services, as needed, during recruitment events and open house.
3. Ensure all outreach and recruitment materials include information about our non-discriminatory admission policies.
4. Provide an Enrollment FAQ that would address common English Language Learner questions so that families are informed of their rights and supported during the enrollment process.
5. Ensure EL Support Services are included in outreach and marketing materials.
6. Celebrate annual growth of English Learners through recognition of growth on the ELPAC or when reclassified. (Certificate, awards assembly)

The plan above aligns with our goals of achieving and maintaining the English Learner population percentages including our school's RFEP rates. These components aim to maintain access for the community we serve including our multi-language learners. If the Charter School's student demographic fall below LAUSD's English Learner population percentages, the Charter School will prioritize outreach efforts that are specifically aimed at reaching EL students. At Aspire Public Schools we want to ensure our families feel welcome and assured that their child's multi-language status is viewed as an asset. Additionally by implementing the communication plan families are informed on the progress of their students, the program they participate in, and their reclassification. This communication plan provides families access to strategies and home supports to further accelerate language progress. Additionally, as a school we will continue to strengthen our designated approach to English Language development within our daily instruction. This is done through continued professional development, observation and feedback cycles, as well as ongoing progress monitoring. Another critical component is our intentional integration of our multi-language learners through the support of the whole child, emphasis on a positive school culture, and personalized relationships with all students to continue to increase our English Learner (EL) Reclassification rates.

## **Element 8: Admission Policies and Procedures**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### **DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES**

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

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

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

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

## **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

### **Admission Requirement**

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.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code § 220, including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4) the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code § 220, as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

### ***Student Recruitment***

Recruitment efforts of incoming students will begin by October each year for the following school year. The Charter School's outreach and student recruitment plan to achieve racial and ethnic, Special Education, and English Learner balances is detailed in Element 7 and will be followed during the enrollment period. The Charter School will assess and develop appropriate engagement and recruitment strategies for students from different racial and ethnic backgrounds, socioeconomic status, students with disabilities, and English learners. Based on the charter school's longstanding and well-regarded reputation in the local community, we are confident our outreach efforts will meet or exceed the District's goals for establishing a diverse enrollment in our school.

The charter schools outreach plan is developed and updated annually with specific activities that may include, but are not limited to the following:

- Marketing materials delivered throughout the communities surrounding the charter school.
- Presentations and flyer distribution at community meetings and events, private businesses, local recreational parks, libraries, child care centers, nonprofit organizations, community-based organizations, local social services entities, and faith-based organizations, as needed.
- Use of newspaper and radio ads, and targeted mailings, as well as digital advertising channels such as social media and online student recruitment platforms.
- The charter school also receives referrals from other schools and programs
- Open Houses and school tours

All outreach and recruitment materials outlining the school mission, goals, open admission policies, enrollment and lottery procedures will be made available in both English and Spanish, and any other prevalent language used by families in the community served by the charter school. Admission and enrollment information will be accessible to the public year-long in our charter school website, and will include contact information to support families with questions about enrollment.

### **Public Random Drawing Process and Admission Preference**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. The process and procedures will be made available to the public on the charter school's website and posted in the school's office. Moreover, this information will be shared with the public through the school's recruitment efforts and materials, as described above and in Element 7.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

### ***Admission Preference***

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who reside in the PSC school attendance area who are siblings of currently admitted students

2. Children of Aspire Regular employees (not to exceed 10% of enrollment) who reside in the PSC school attendance area
3. Students residing in the PSC school attendance area
4. Siblings of students already admitted to the Charter School who reside in the District
5. Children of Aspire Regular employees (not to exceed 10% of enrollment) who reside in the District
6. Students residing in the District
7. Siblings of students already admitted to the Charter School who do not reside in the District
8. Children of Aspire Regular employees (not to exceed 10% of enrollment) who do not reside in the District
9. 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(e)(2)(B)(i)-(iv).

### ***Lottery Process***

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

1. Student Interest Forms will be accepted during a publicly advertised open enrollment period, which will launch in the second quarter of the first semester. Generally, the open enrollment period will begin in late-November and conclude in mid-February for enrollment in the following school year to allow the charter schools to engage and support interested families through this process. Families will submit a Student Interest Form (lottery form) for each child who is interested in attending the Charter School.
2. 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).
3. If a lottery is needed, families are notified of the lottery date, lottery process, broadcast channel (YouTube), time and location through SchoolMint messages, texts, school's website announcements, postings in the school office and other promotional and recruitment materials. Notifications are provided to all interested parties and stakeholders a minimum of 10 calendar days before the lottery date. Open enrollment and lottery information is also communicated through ParentSquare messages with all existing families.
4. The date, time, and location of the lottery is determined each year once it is determined that a lottery is required. The Charter School will seek a location either in or near the location of the school site and in a space large enough to ensure all interested parties may observe the lottery. Families do not need to attend in order to secure admission. The lottery process will be broadcast via a public YouTube Channel.
5. SchoolMint is the platform through which the Charter School conducts their lotteries. SchoolMint is programmed with the admission preferences identified above. SchoolMint first fills spots with students who qualify for preference #1. The remaining spots are then filled with students who qualify for preference #2. Once all these students have been admitted, 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 spots are filled.

6. To ensure that the lottery is fairly executed, the following steps will be taken:
  1. Prior to the lottery, staff conducting the lottery will be trained by the Regional Director of School Performance, Management, and Operation on the correct lottery procedures.
  2. Interested families and the public will receive ample notification of the lottery date, time and location, as well as information about lottery procedures through multiple means of communication, including ParentSquare, signage, text messaging and social media.
  3. The lottery will take place in a public and accessible setting and stream live
  4. Lottery procedures will be visibly posted and available for the public during the lottery and explain to the public before the lottery takes place.
  5. The Lottery will be supervised by the Regional Superintendent or designee to ensure adherence to lottery protocols
7. Regional Superintendent or designee will attend 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.
8. At the conclusion of the lottery:
  1. ***Students Selected for Admission:*** Students who were selected during the lottery process for admission will be notified by the Charter School's Business Manager by phone, email, and mail within two business days. Students and their parents/guardians will be asked to confirm acceptance and complete the student registration forms within two weeks of being notified for the upcoming school year. Student Registration forms may be completed online, in person, by email, fax and any other means that would work for the family and Charter School.
  2. ***Students Not Selected (Waitlisted Students):*** All students who were not selected for admission during the lottery process shall also be contacted and told their number on the waitlist. This waitlist 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 school year for which the lottery was held. As openings become available, the Business Manager will offer admission 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.
  3. Upon confirmation that a student has been admitted at the Charter School, parents must confirm acceptance and submit a completed Registration Form within two weeks of being notified. The Charter School will make many attempts to contact the parents and ensure that the Registration Form is submitted in a timely fashion.
  4. ***Absent a confirmation of acceptance and a request for extension, families that do not complete the student registration form within the indicated period, may be passed over (moved down the waitlist), and their seat may be offered to the next student on the waitlist. The Charter School will continue to make efforts to contact these families in the waitlist, as seats become available.***
  5. The Charter School's Business Manager will also help any parents who need assistance in completing the lottery and/or registration forms.
  6. The Charter School will keep written records of the lottery forms, procedures, lists of students admitted, all attempts to contact families and waitlists for a period of one year. 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 waitlist, all of which are printed and displayed in real time.

7. Although the Business Manager organizes and oversees the lottery, the Regional Director of School Performance Management and Operations and the Special Projects Manager are responsible to see that the process is followed fairly, accurately, and in a timely manner from start to finish. The Regional Director of School Performance Management and Operations provides training on Admissions and Lottery policies and procedures to the Business Manager prior to the lottery and provides technical support, as needed. The Regional Director of School Performance Management and Operations provides reports on the lottery process and procedures to the Regional Superintendent, after the lottery.

### **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 or amended to ensure all steps are followed within a shorter time frame and to adequately support and address the evolving community needs.

Month	Description
By November	<ul style="list-style-type: none"> <li>• Launch Open enrollment for new students and collect Student Interest Forms.</li> <li>• Send re-enrollment forms to existing students to help identify open seats for each grade level.</li> </ul>
By December	<ul style="list-style-type: none"> <li>• Collect re-enrollment forms to existing students to help identify open seats for each grade level.</li> <li>• Continue collecting Student Interest Forms</li> </ul>
By March	<ul style="list-style-type: none"> <li>• Public random drawing is conducted (if necessary).</li> <li>• Acceptance letters and registration packets distributed to students who have been selected in the public random drawing.</li> <li>• Waitlist letters distributed to applicants not selected in the public random drawing.</li> </ul>



## 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(c)(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)(c)(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 Audit Committee 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. Annual audited financial statements shall be provided to the District, the State Controller, the County Superintendent of School and the California Department of Education by December 15th of each year. The Chief Financial Officer is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

The Chief Financial Officer is responsible for working with the independent auditor to complete the audit.

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, comprised of the Chief Financial Officer, Director of Finance, Controller and the Accountant) will work with functional area experts and school leaders to both communicate and establish an action plan to resolve the exceptions and/or deficiencies. The action plan will be reviewed and approved by the Chief Financial Officer prior to the date the Audit Committee approves the audited financial statements. Any audit exceptions and/or 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/or deficiencies and proposed remedies will be communicated to the District in a timely manner thereafter.

For any audit exceptions and/or 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 requirements regarding responsibilities, reporting and timeline of audit exceptions identified by the independent auditor. Any disputes regarding the resolution of audit exceptions and/or deficiencies will be addressed in the manner described in Element 14 of this charter or, 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.

The Chief Financial Officer is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

## **Element 10: Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(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... 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.

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 in this section.

#### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

#### **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 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, involuntary removals, 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.

## **School Climate and Student Discipline System**

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 Aspire students and teachers both behaviorally and academically.

Research shows that a positive school climate increases student achievement, lowers student suspensions and expulsions and increases graduation rates. Aspire has put additional resources behind creating and improving these systems for its individual schools and as an organization in an effort to create the conditions to set-up every one of the Charter School's 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 Aspire student will attend and graduate from 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. Aspire honors the community, culture and family background of our students.

**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. The Charter School utilizes this framework to engage in explicit teaching of behavioral expectations and norms. Additionally, classroom strategies are utilized for building a positive climate and culture. Data is analyzed to determine where additional intervention and support might be needed, as well as when and where a re-teaching of behavioral norms is needed. The school uses OnCourse as the system to track students' behaviors, including education code violations. In addition, the school uses Power School to track attendance that is analyzed on a daily and weekly basis to provide tiered attendance supports. On a bi-weekly basis the MTSS grade level teams meet to analyze holistic student data (academics, social-emotional, attendance, behavior) to identify students in need, then develop plans to implement research based school-wide, group, and/or individual next steps and interventions (see below for more information on the MTSS process). In addition to the MTSS process where holistic student data is analyzed, school administrators have the practice of doing classroom observations to support with the continuous development of teachers. The qualitative data that is collected during these visits is used to coach teachers during 1-1 meetings. This is done to ensure that research based practices - both academics, PBIS, and restorative practices are implemented in the classroom.

**Multi-tier System of Supports:** The school's Multi-tiered System of Support includes a three-tiered intervention structure and positive behavior supports to address both the academic and non-academic (behavioral and social-emotional) needs of all students. Throughout this process the school uses data to monitor all students and make data-driven decisions to guide the selection of students who are placed in the different tiers. As supports increase in Tier II and Tier III, the school increases the frequency for progress-monitoring and collaboration with all stakeholders, including parents/guardians. The goal of MTSS at the school is that every child's needs are met and supported through systematic structural approach. The school addresses this goal by having bi-weekly MTSS team

meetings to analyze holistic student data (academics, social-emotional, attendance, behavior) to identify students in need, then develop plans to implement research based school-wide, group, and/or individual next steps and interventions. The team uses data (both qualitative and quantitative) to make decisions of when to move a student from Tier I universal supports, to Tier II, and then Tier III supports, or back to a previous Tier. The school follows the below protocol/supports to ensure meeting effectiveness.

#### Prior to the Meeting Preparation

- Identify students who are bottom performing 20%, or those who may need tier 2 or tier 3 supports
- Review class data using school data tracker
  - Student profile
    - FRL/ELL/SPED
  - Attendance
    - YTD % chronic absenteeism, absences YTD, tardies YTD
  - Behavior/SEL
    - Incidents YTD
    - Counseling supports
  - Health
  - Academics
    - SBA, STAR, ELAC, DRA, Eureka interim data
    - Formative data: Test/quizzes, class status/progress, anecdotal notes, etc.
- Bring progress monitoring data, relevant work samples, and other available diagnostic data

#### During the Meeting

- Roles
  - Time keeper
  - Note taker
  - Process checker
- Protocol

<i>Complete the pre-work (refer to prior to meeting)</i>	<i>Referring teacher</i>	<i>Before meeting</i>
<b>1. Introduction and purpose</b>	Facilitator	2 min.
<b>2. Describe the student and share data</b> GQ: What is the concern?	Referring teacher	5 min.
<b>3. Ask clarifying questions to create hypothesis</b> GQ: What are the factors that may be contributing to the concern? What interventions have been implemented? Is it working?	Team	5 min.
<b>4. Review evidence-based strategies for intensification</b>	Team	8–10 min.
<b>5. Prioritize and plan</b> GQ: Who is responsible, timeline, supports needed	Team	5–7 min.
<b>6. Wrap-up and next steps</b>	Facilitator	3 min.

Repeat steps 2 – 6 for each student \*

- The MTSS team meetings support all students at the different intervention tiers (I-III). The MTSS team is composed of the school administrator, counselor, school psychologist, education specialist,



behavior intervention specialist, and teachers. Depending on the area of need that is being addressed, team members may vary. Below are highlights of the school's tiered supports that we offer Aspire charter schools:

Tier I: Universal supports are implemented for all students with the intended purpose of ensuring a common context for the school community. Below are some of the whole child supports provided in Tier I.

- Whole school or class based start of day meetings / circles
- Classroom management
- Universal screenings (academic and SEB skill sets)
- Academic centers & blended learning
- Differentiated instruction & interventions
- Staff professional development
- Environmental considerations & sensory aids
- Needed accommodations (NOT modifications)
- Safe zones – no sending students out or staff entering class; classwide brain breaks
- Incentive programs, positive reinforcement systems & school-wide campaigns (e.g., positive referrals, tickets, spirit store, attendance incentives)
- Support staff supervision in common areas
- Specific teacher or aide check-ins / check-outs
- School – home communication / partnership (e.g., home visits, phone calls, emails, Parent Square)
- Parent engagement via volunteer program & serving on site council
- Parent workshops based on interest / needs surveys (e.g., positive discipline, drug use prevention, social emotional learning)
- Coffee with administration or School Counselor / Social Worker or SPED program specialists
- monthly programming – themes guiding assemblies and events (e.g., back to school night, anti-bullying campaign, student led conferences, seasonal / holiday shows)
- Character or values model in addition to SWPBIS & SEBL curriculum (e.g., CARES, PAWS)
- Community projects & service learning opportunities
- Enrichment opportunities
- Assigned student reflections processed with teacher
- Teacher driven behavior contracts / trackers with incentives
- Conflict or problem resolving mediations or circles
- 1:1 restorative conferences as needed
- Student Leaders, Peer Mediators, RP Leaders

Tier II: Supplemental services are implemented for those students requiring additional levels of support. Students needing supplemental services are identified based on objective data points gathered by the MTSS team (See beginning of MTSS section for team members). Using a data-driven model, the team determines the individualized supports (see below for specific examples) to help student progress in the area of need. Services are monitored for effectiveness in an iterative feedback cycle by the MTSS team (see above for participants) intended to refine, change or extinguish services. It is expected that only 10-15% of all students will require supplemental services.

- Health action plans (i.e., for medical conditions not eligible as disability)
- Home visits or scheduled conferences between staff and family to address challenges
- Staff oversight of goal setting & tracking (e.g., daily)
- Assign logical consequences as needed
- Assign mentor for formal check-ins / check-outs (uses data monitoring)
- Differentiated of support Plans (i.e., attendance, behavior, academic)
- Contracts (i.e., attendance, behavior, academic)
- Attendance letters/supports (i.e., medical verification, truancy)
- Problem solving Restorative Practice circles facilitated by admin, dean or School Counselor / Social Worker
- Small group reading/writing/math academic supports/interventions
- Intensive literacy support outside and inside the classroom
- Counselor/Social worker facilitated Social Emotional Behavior small groups (theme-based psycho-educational counseling for skill building)
- Collaboration & consultation (e.g., multi-disciplinary team meetings)
- Student Success Team (SST) process with comprehensive action plan
- Parent student collaboration
- Home/family plan to support student
- Individualized parent trainings

Tier III: Some students may not make progress in the area of need outlined at the Tier II level. For those students Intensive interventions are implemented. Intensive interventions tend to be highly individualized and also tend to have greater monitoring strategies. Once the MTSS teams decides that Tier II interventions are no longer effective using the same data-driven process outlined at the beginning of this section, a student moves to Tier III. It is expected that only 3-5% of students will require this level of support. T Intensive supports may include, but are not limited to:

- Safety plan
- Functional behavioral analysis (FBA) with positive behavior improvement plan (PBIP)
- Multi-agency collaboration as well as community based services as brokered by staff
- Home visits to address serious concerns
- SART contract / SARB hearing
- Individual, family or group counseling (e.g., trauma focused therapy, grief counseling)
- Student mentor
- Outside counseling or wraparound referrals
- Replacement behavior training/support from the Behavior Intervention Specialist
- Behavioral improvement plans
- Student Success Team (SST) process with comprehensive action plan
  - Referrals for evaluation to examine if the student qualifies for a 504 or an IEP.

**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 the Charter School 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. If appropriate, restorative practice strategies like circles and restorative conferences are initiated as an

alternative to exclusionary discipline. Students are encouraged to participate in restorative practices as a means of preventing and addressing conflict or maladaptive behaviors.

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 as a means to reduce exclusionary disciplinary practices. Some examples of specific alternatives to suspension include:

- Parent Conference
- Personal Reflection
- Think Tank
- School and/or Community Service
- Adult-Student Building through planned activities
- Daily Behavior Reports
- Check-in, Check-out
- 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 its schools and school staff in implementing school-wide behavior interventions, social emotional learning (SEL) practices, restorative practices, crisis response and discipline policies, eliciting community partnership and voice, improving student attendance and implementing alternatives to suspension. To ensure cohesiveness and alignment across Aspire Schools with implementation of the aforementioned policies, the Regional Director of Students Services (RDSS) provides professional development at the beginning of the year and an ongoing basis during the school year to all principals, assistant principals, deans, mental health counselors, social workers, psychologists, office managers, business managers, and parent coordinators. It is important for office and business managers, and parent coordinators to also assist separate professional development in the areas above as they are key stakeholder who can support with the success of students by building relationships with students and families in a non-academic manner, and consequently are able to support the academic success of students. By training the school's mental health providers and all school leaders, these staff members feel more confident in collaborating at the school site to individualize and deliver the content during their weekly PDs to their school staff. Although there is intensive school PD at the beginning of the school year that trains and outlines teacher expectations for implementation of school-wide behavior interventions, social emotional learning practices, restorative practices, crisis response, and discipline policies, such practices are also reviewed and reinforced throughout the year in PD, grade level meetings, and 1-1 interactions.

As mentioned in the MTSS section, at regular intervals school staff evaluate a variety of data, including behavior data, that provide insight to the state of effectiveness of strategies intended to create a positive school community. Behavior data is evaluated by several stakeholders with a variety of areas of expertise; this includes site administration, school counselors, mental health staff and the Regional Director of Student Services.

A variety of data sets (discipline, attendance, grade) are analyzed to identify effectiveness of current strategies/programs and emerging trends in need of addressing. Additionally, data may call out the need for additional professional development, areas for community partnerships or the emergence of regional trends.

### **In-School Suspension**

The Charter School may utilize in-school suspension as deemed appropriate. The Charter School will either identify a place in the central office area or utilize a “buddy classroom” setting for students to serve an on-campus suspension. The choice of which setting will be informed by the nature of the act that resulted in the on-campus suspension.

If a buddy classroom is used the student will be supervised by a classroom teacher. If the student serves the on-campus suspension in an office location, the student will be supervised by a site administrator.

The site administrator and classroom teacher of the student will work collaboratively to ensure that the student has all instructional materials, is provided academic support to complete assignments and has a point of contact to ask, and have questions answered.

On-campus suspension may be utilized in the same manner as home suspension in terms of number of days per incident as well as total aggregate days in a school year. Additionally, procedures and protections for students with disabilities (IEP/504) will apply as well. A single suspension may not be more than five consecutive days, and no more than 20 days in a school year. For instances where a student is being recommended for expulsion, the school may extend the suspension beyond the five days. In addition to the above, when a student with a disability is suspended for the first time, the case manager meets with the necessary school stakeholders (i.e. administrators, teacher(s), mental health providers) to determine additional supports that do not require an IEP meeting, and decide if there is a need to modify any elements of the IEP, including the behavior supports. Furthermore, when a student with a disability is suspended for the second time or the accumulated suspensions total 5, 8 or 10 school days within one school year, an IEP meeting must convene upon the student’s return to school. The purpose of this meeting is to determine appropriate services. If there is an instance where a student with a disability is suspended more than once or number of suspension days get closer to 10, the IEP team must conduct a manifestation determination analysis and document the relationship between misconduct and student’s disability.

Adjudication and communication procedures for home suspension shall be the same for in-school suspension. Like an out of school suspension, the family will receive a "suspension notification" form that documents the violation, type and length of suspension, along with instructions of how to appeal suspension.

In-school suspension shall not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

### **Grounds for Suspension and Expulsion**

Aspire Public Schools uses the California Education Code Suspension and Expulsion Guidelines to inform decisions for suspension and expulsion. Such decisions are made always keeping in mind the safety of all students and staff. Whenever possible, and while maintaining the safety of all, the school will use restorative practices, positive behavior supports, and other remedial measures to address the needs of the student before suspending. In other words the school uses suspensions (in-school, outside of school) when other means of correcting the behavior has failed.

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.

### **Suspension**

Students shall be suspended and recommended for expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation.
2. Brandishing (e.g., display in a 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.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code.
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Whenever possible, and while maintaining the safety of all, the school will use restorative practices, positive behavior supports, and other remedial measures to address the needs of the student before

suspending. In other words the school uses suspensions (in-school, outside of school) when other means of correcting the behaviors has failed, and therefore, per the guidance of California Education Code, context and individuality of the case, the students may be suspended for any of the following acts:

Discretionary

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 knife or other dangerous object of no reasonable use to the student, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include:
  - a. The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - b. The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean

- a. "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.
- b. "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph a. and including, but not limited to:
    - 1. Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above).
    - 2. Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated).
    - 3. Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
    - 4. An act of cyber sexual bullying.
      - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph 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.
      - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- c. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 17. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- 18. Robbery or extortion.
- 19. Assault or battery, as defined by the Penal Code in §240 and §242, upon any school employee.

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 personnel or volunteers and/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 volunteers and/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.

Prior to making the decision to suspend, the school site administrator, that is the Principal, Assistant Principal or Dean of Instruction, shall fully investigate the situation, facts, including student and staff witness statements. Additionally, the administrator shall provide the student evidence and the student is afforded the opportunity to present their side of the story and rebut any claims. After hearing from the student and considering the totality of all information and evidence, the administrator shall make a determination if the student committed a suspendable offence. The aforementioned process of investigation is thorough and ensures adequate collection of evidence to afford a fair process. If it is determined that the student did commit a suspendable offense, the administrator will suspend the student. Upon determination, the administrator will contact the parent and shall hold a conference with the student and parent prior to the initiation of a suspension. At the conference the administrator shall explain the grounds for suspension. Additionally, the administrator will inform the student and parent of evidence that supports the claim that a student shall be suspended and the student shall be



afforded the opportunity to present their side of the story and rebut any claims made by the administrator. After hearing from the student and considering the totality of all information and evidence, the administrator shall make a determination if the student committed a suspendable offence. If it is determined that the student did commit a suspendable offence, the administrator will suspend the student. The administrator shall also provide the parent with written documentation (suspension notification) in English and their native language of the suspension. In addition, the administrator will notify the parent and student that classwork will be provided and will be made available at the front office the following morning for pick up. Depending on whichever day comes first, the parent will drop off completed work on Friday or upon student's return. Upon completion of the suspension meeting with parent and student, the administrator will notify student's teachers to begin preparation of work packets for the duration of the suspension (to be provided to the front office - Office/Business Manager by 8am or prior the following day). While the student is on suspension, the Office/Business Manager works with the family to support the family in picking up and dropping off completed work, which will then be provided to the respective teachers for grading.

Final determination whether to suspend will not be made without this conference except in an emergency situation, which means the principal or administrator determines the situation constitutes a clear and present danger to the life, safety, or health of pupils or school personnel.

During the term of suspension, the Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Students will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

A copy of the suspension notice form is placed in the principal's private student files. Suspension notices shall not be placed in the student's cumulative file.

The maximum days of suspension per incident shall not exceed five days unless the suspension is extended pending the outcome of an expulsion process in accordance with the procedures outlined under the section for expulsion within this document. When a student with a disability is suspended for the first time, the case manager meets with the necessary school stakeholders (i.e. administrators, teacher(s), mental health providers) to determine additional supports that do not require an IEP meeting, and decide if there is a need to modify any elements of the IEP, including the behavior supports. Furthermore, when a student with a disability is suspended for the second time or the accumulated suspensions total 5, 8 or 10 school days within one school year, an IEP meeting must convene upon the student's return to school. The purpose of this meeting is to determine appropriate services. If there is an instance where a student with a disability is suspended more than once or number of suspension days get closer to 10, the IEP team must conduct a manifestation determination analysis and document the relationship between misconduct and student's disability.

## Expulsion

A student shall be recommended for expulsion if it is determined the student committed any of the following offenses;

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation.
2. Brandishing (e.g., display in a 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.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code.
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

A student may be recommended for expulsion if it is determined the student committed any of the following offenses;

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 knife, or other dangerous object of no reasonable use to the student, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include:
  - a. The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - b. The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.

12. Possessed an imitation firearm meaning a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean
  - a. "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.
  - b. "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph a. and including, but not limited to:
      1. Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above).
      2. Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated).
      3. Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
      4. An act of cyber sexual bullying.

- a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph 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.
  - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - c. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 17. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- 18. Robbery or extortion.
- 19. Assault or battery, as defined by the Penal Code in §240 and §242, upon any school employee.

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 personnel or volunteers, 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 volunteers and/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.

Per the [California Department of Education Administrator Recommendation Matrix](#), the school ensures that Category III offenses meet a certain criteria for Expulsion Under Discretionary

A decision to expel a student for Discretionary Expulsion Offenses requires a finding of fact that the student committed the alleged expelleable act and a secondary finding that the student meets one, or both, of the following criteria;

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.

Discretionary Offenses per the California Department of Education Administrator Recommendation Matrix

**May Recommend Expulsion  
(Discretionary)**

Acts committed at school or school activity or on the way to and from school or school activity.

- a. Inflicted physical injury†
- b. Possessed dangerous objects
- c. Possessed drugs or alcohol (policy determines which offense)
- d. Sold look alike substance representing drugs or alcohol
- e. Committed robbery/extortion
- f. Caused damage to property‡
- g. Committed theft
- h. Used tobacco (policy determines which offense)
- i. Committed obscenity/profanity/vulgarity
- j. Possessed or sold drug paraphernalia
- k. Disrupted or defied school staff
- l. Received stolen property
- m. Possessed imitation firearm
- n. Committed sexual harassment
- o. Harassed, threatened or intimidated a student witness
- p. Sold prescription drug Soma
- q. Committed hazing
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion 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 [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

## Out-of-School Suspension Procedures

1. **Incident Investigation**- The school site administrator or teacher investigates the incident fully and objectively before determining whether or not it merits suspension based on meeting all criteria listed in the applicable Ed Code. This investigation includes confidential discussion held with any parties involved in or knowledgeable of the incident, including the accused student. In an effort to provide a fair and thorough process, all Deans (2) are given a procedural process on all the steps necessary to investigate an incident. RDSS also provides office hours and is available for consultation if needed. After an incident, the RDSS reviews the process with the AP and Dean and provides feedback and coaching as needed.
2. **Determination of Length of Suspension**- The school site administrator identified as Principal, Deans of Instruction (at this time there are two Deans of Instruction) may suspend a student for a period not to exceed five consecutive school days per incident identified as an Ed Code violation. The total number of days for which a student may be suspended from school in any school year shall not exceed 20. Students having an Individualized Education Plan (IEP) are subject to the same discipline rules except that the cumulative days of suspension cannot exceed 10 without the IEP conducting a manifestation determination. The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans. For any suspension of 10 days or more, the school will conduct a hearing adjudicated by a neutral officer within a reasonable number of days that provides the student a fair opportunity to present testimony, evidence, and witnesses as well as to cross-examine witnesses. The student will be afforded the right to bring legal counsel for this hearing.
3. **Suspension Conference and Notice of Suspension**- Suspension shall be preceded by an informal conference conducted by the Principal or admin designee between the student and the student's parent/guardian and, whenever practicable, the school staff member who referred the student for discipline. Every reasonable effort will also be made to contact the student's parent/guardian to engage in this suspension conference. Final determination whether to suspend will not be made without this conference except in an emergency situation which means the principal determines the situation constitute a clear and present danger to the life, safety, or health of pupils or school personnel. At this conference, the student and their parent/guardian shall be informed of the reason for any disciplinary action and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their defense. The parent/guardian will be given the opportunity to advocate in their student's behalf. If, after discussion of the incident and any factors that impact same, the school Principal or admin designee determines suspension is in order, the parent/guardian shall be provided a written notice of this discipline action in both English and in the native language of the parent/guardian and student. The notice shall state the specific offense committed by the student and the date of return following suspension. If the pupil denies the charges, the written notice will include an explanation of the evidence that supports the charges. Additionally, as part of this written suspension notice, the parent/guardian will be provided with the family's right to appeal along with the due process steps to follow if appealing the suspension.
4. **Academic Support During Suspension**- The Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

5. **Maintaining Suspension Notice**- A copy of the suspension notice form is sent to the Aspire home office (Attention: Director of Student Services), and a copy is placed in the principal's private student files. A parent or guardian may request access to the student's suspension records at any time. Suspension notices should not be placed in the student's cumulative file.
6. **Extension of Suspension Due to Expulsion Referral/Recommendation**- The CEO or designee may extend a student's suspension up to an additional 25 school days pending final decision by the Aspire Administrative Panel at the conclusion of the expulsion hearing held within 30 school days of the referral for expulsion. The process is detailed under expulsions.

### **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 Procedures**

The school administrator, identified as Principal, Assistant Principal or Dean, must recommend a student for expulsion for offenses involving [limited discretion offenses](#) as listed above [EC §48900 (a) to (t)] and mandatory expulsion offenses. The school administrator may recommend a student for expulsion for offenses involving discretionary offenses. If the student has special needs (IEP or 504), the Regional Director of SPED or Regional Director of Student Services shall be notified promptly as appropriate.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.



If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

When a school administrator is going to make a recommendation for expulsion, the school administrator shall hold a conference with the student and parent or guardian within five days of the first day of suspension. At the conference the administrator will inform the student and parent or guardian of the recommendation of expulsion and of the extension of suspension pending expulsion. To provide a meaningful opportunity to the student and family prior to making the expulsion recommendation, the administrator will notify the student and parent that this conference will provide a time for them to bring any additional information or make additional statements that may support their case. In the case that the administrator still determines to move with a recommendation for expulsion, the extension of suspension notice will be provided to continue to receive educational content during the period before the expulsion hearing. 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.

The Charter School shall forward an expulsion packet to the Regional Director of Student Services within 10 school-days of the offense. This packet includes the incident report, relevant evidence, sworn declaration witness statements, behavior reports, and history of behavior, academics, intervention and student supports or services along with all required notices. Upon receipt of the packet the Regional Director of Student Services will schedule a pre-expulsion conference with the student and parent or guardian to 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 on their student's behalf. The pre-expulsion meeting notice will be provided. Expulsion hearing due process rights and procedures will be provided in writing and explained. 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 the expulsion process completed within the timeline or be able to request postponement.

The Regional Director of Student Services shall provide the family with verbal and written notification of hearing at least 10 days in advance of the expulsion panel hearing. Verbal notice is served telephonically and written notice is sent via certified mailing. This notice shall detail the date, time and location of hearing. A copy of Aspire Administrative Regulations regarding expulsions is included in the notice.

A panel hearing is facilitated by the neutral and impartial Regional Director of Student Services as a hearing officer following a comprehensive written script. The hearing is confidential, unless done in a public format as requested by the student and family. The panel hearing is recorded by means of a digital recorder. The script of the panel hearing is delivered to LAUSD charter office and the tape recording is kept at Aspire's LA Regional Office.

Aspire ensures a neutral and impartial decision making process through selection of panel members who have no prior contact with the student that is recommended for expulsion. At the beginning of the school year certificated administrators (principals or deans of instruction -2) from the LA Aspire Region are identified and notified that they may be randomly assigned to serve as members of the Administrative Panel for the expulsion hearings (if any) during that school year. The Administrative Panel will consist of at least three members who are certificated and neither a teacher, administrator or staff member at the school of the pupil nor a member of the Aspire Board of Directors. In the case that a student is recommended for expulsion, the Regional Director of Student Services will assign the members and confirm that they do not have prior contact/relationship with the student. If it is determined there is cause to believe an administrator may not be neutral or impartial due to prior contact, that administrator shall be recused and an alternate administrator will be seated for the panel.

At the hearing, both the Charter School and the family may present relevant evidence pertinent to the matter including testimony by witnesses. If the administrative panel determines 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 a witness will be used including videotaped deposition or sworn declaration. Additionally, any evidence of instances of a complaining witness' prior sexual conduct is presumed inadmissible at hearing.

At the hearing, representatives for the Charter School and student are afforded the opportunity to question witnesses. Additionally members of the Administrative Panel may question witnesses and clarify any information provided prior to the adjournment of the hearing. At the hearing, the Regional Director of Student Services will inform the family of the date that the Board of Aspire Public Schools will take action on a recommendation that the panel will make. Once the hearing is adjourned the panel deliberates

in a closed session. The Administrative Panel makes a decision on whether to recommend expulsion by ensuring that there is a preponderance of evidence presented that shows the student committed the offense. In the case that the offense is a Category III, Discretionary Offenses per the California Department of Education Administrator Recommendation Matrix, in addition to recognizing that the student broke the education code for which they were recommended for expulsion, a second finding must be met prior to proceeding with expulsion. The second finding can be one of the two below:

- A. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- B. 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.

The Administrative Panel has three possible recommended dispositions for a hearing; 1) recommend expulsion, 2) recommend expulsion with suspended enforcement or 3) for cases where the evidence does not support an expulsion recommendation (either full or suspended) the panel will make no recommendation and the student will be fully and immediately reinstated. The Administrative Panel completes the Official Decision RE: Recommendation for Expulsion including the recommended term of expulsion and rehabilitation plan if the decision is to recommend expulsion. Within 3 school days following the Administrative Panel's decision to expel, the Regional Director of Student Services notifies student and parent by providing written notice of the panel's decision and includes the due process rights. The written documentation of the panel's decision also specifies the process for appealing the decisions with the Board of Directors by requesting to get on the board agenda at least 5 days prior to the board meeting. If the decision is to not recommend expulsion the Regional Director of Student Services will provide written notification sent via certified mail to the family, as well as provide results via phone with the decision. The school will promptly hold a re-entry conference with the family and student to facilitate an immediate return to school.

If the Administrative Panel makes a recommendation of expulsion (either full or suspended), the Regional Director of Student Services shall forward the recommendation in the form of the Official Decision RE: Recommendation for Expulsion as well as the Finding of Fact that outlines the details of the incident and all relevant information to the Board of Aspire Public Schools for their consideration at the next scheduled board meeting. The information sent to the Board is de-identified as to preserve student confidentiality and further protect against any possible bias in the consideration process. If the student and family choose to appeal the decision made by the Administrative Panel, they may attend the board meeting to request an overturn of the decision. The Board deliberates the recommendation in closed session however the recommendation is voted on in public session. The Board reserves the right to accept, reject or alter the recommendation for expulsion made by the panel.

Whether the board chooses to move forward or reverse expulsion recommendation, within 3 school days of the board meeting, the Regional Director of Student Services will send a written notice to the family via certified mail. This notice will include a summary of the Board's decision, the required term of expulsion and rehabilitation plan needed to be completed prior to re-admission as well as a copy of the students due process rights including the opportunity to appeal the decision to the county board of education. The written notice that is provided to student and family outlines the 30 day timeline that family has to appeal Aspire's board decision with the County Board of Education. The notice that is sent to family also directs the family to contact Aspire's Regional Director of Student Services if they need support with the appeal process of the county board of education. The Regional Director of Student Services also completes notification of charter school expulsion for the sponsoring district and ensures the District receives this

along with the entire expulsion packet (Suspension Notice, Pre-Expulsion and Extension of Suspension documents, Expulsion Hearing Rights, copy of Written Notice of Hearing date, Written Notification of Hearing Panel Decision, and Written Notification of Aspire's Board of Director's decision). The Regional Director will keep copies of the expulsion packet which includes official notices/communication to parents, redacted witness statements and other relevant information that was used for the expulsion hearing. The student's cum will hold the written communication that the school/Regional Office provides to the student/family throughout the expulsion process. Records of student's written communication, which are included in the student's cum will be provided upon request.

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 and there is no guarantee of re-enrollment to the expelling charter school (or a partner school), even if a rehabilitation plan is met. Lack of availability of space in the charter school(s). In this case, the student will be placed in the waitlist.

The function of a rehabilitation plan is to chart a course by which the student can learn and grow from previous choices. Rehabilitation plans should not be used as a means of being capricious or overly burdensome. At the Administrative Panel Hearing the panel develops a rehabilitation plan that is recommended to the board for their approval. The plans are developed with the needs of the student and family in mind and are infused with concepts of restorative justice. Rehabilitation plans may include, but are not limited to, the following;

- Apology Letters
- Community service
- Counseling
- Demonstration of appropriate conduct
- Demonstration of regular school attendance
- Demonstration of academic progress

As part of a Free and Appropriate Public Education, Aspire Public Schools can not require any aspects of rehabilitation plan that requires a student or family to incur a cost.

Six weeks prior to the conclusion of the term of expulsion the family may contact the Regional Director of Student Services to begin the readmission process. At the time of application for readmission 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. The Regional Director will prepare and submit a written report to the Board of Aspire Public School that relays the evidence of completion as provided by the family for the Board to consider at their next regularly scheduled meeting.

The Board of Aspire Public Schools may approve or deny an application for readmission. Lack of availability of space in the charter school(s). In this case, the student is placed on the waitlist. If approved, the student is re-admitted and a re-entry conference with the Principal of the Charter School is scheduled to

promote a smooth transition. If an application for readmission is denied, the Board reserves the right to set a new date that the student may again submit the application for readmission. The Regional Director of Student Services shall notify the student and family of the decision of the Board of Aspire Public Schools within three school days of the board meeting. This notification is made telephonically and in writing. Students denied readmission will utilize the same process for subsequent requests for readmission.

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. The school provides post-expulsion supports by providing student and family copies of records and expulsion documentation. In addition, the school provides a list of schools - continuation and local district and charter schools where family can enroll their child.

## **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(c)(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.

### **Certificated Staff Members**

All eligible certificated employees of Aspire Public Schools who qualify for membership in the California State Teachers’ Retirement System (“CalSTRS”) shall be covered under CalSTRS for the duration of the Charter School’s existence under the same CDS code. 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.

### **Classified Staff Members**

All eligible classified employees of Aspire Public Schools who qualify for membership in the California Public Employees’ Retirement System (“CalPERS”) shall be covered under CalPERS for the duration of the Charter School’s existence under the same CDS code. Employees will contribute at the rate established by CalPERS. Employees will also participate in social security. The Payroll and Human Resources Departments at Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer.

**Other Staff Members**

All other eligible employees of Aspire Public Schools who qualify for membership in the California Public Employees' Retirement System ("CalPERS") shall be covered under CalPERS for the duration of the Charter School's existence under the same CDS code. Employees will contribute at the rate established by CalPERS. Employees will also participate in social security. The Payroll and Human Resources Departments at Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

## Element 12: 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(c)(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.

ASA utilizes the ApplyLA online application system which lists public school attendance alternatives in Los Angeles.



### **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(c)(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(c)(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 section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

Aspire Slauson Academy Charter

123 W. 59<sup>th</sup> Street

Los Angeles, California 90003

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

## **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

Director/Principal  
Aspire Slauson Academy Charter  
123 W. 59<sup>th</sup> Street  
Los Angeles, California 90003

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(c)(5)(O).)*

### **PUBLIC SCHOOL CHOICE CLOSURE**

In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation Of Responsible Person(S) And Funding Of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:



1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### *Financial Close-Out*

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any

liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### *Disposition of Liabilities and Assets*

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- A. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- B. Make final federal tax payments (employee taxes, etc.)
- C. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Chief Operating Officer will serve as the Charter School's closure agent.

## **Additional Provisions**

### **Facilities**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **Public School Choice Campus**

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 ("Proposition 39") for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus.

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)



## ADDENDUM

### Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

#### **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.

## **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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **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.

### **Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

**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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)*

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

### **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.



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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

### **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(c)(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 require all of the following:*

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 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.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

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 at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

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 Education Code section 44691.

### **Medication in School**

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

### **ATHLETIC PROGRAMS**

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

### **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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

### **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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

### **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.



## **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

## **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

## **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

## **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 Policies and Procedures**

*"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(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 will

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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents

regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

## **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(c)(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)(c)(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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates*

*the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(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. 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.

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 in this section.

### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

### **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 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, involuntary removals, 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(c)(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(c)(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(c)(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(c)(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 section 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  
Aspire Slauson Academy Charter  
123 W. 59<sup>th</sup> Street  
Los Angeles, California 90003

- 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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

## **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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
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. Where specifically required above, and with respect to any other coverage

for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)