Aspire Pacific Academy

RENEWAL CHARTER for the term July 1, 2015 through June 30, 2020

Original Charter Approved by Los Angeles Unified School District
May 18, 2010
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Aspire Pacific Academy Charter: Assurances

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

- Be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).

- Admit all pupils who wish to attend the Charter School, EC 47605(d)(2)(A)

  - Except for existing students of the charter school, determine attendance by a public random drawing, if the number of pupils who wish to attend the Charter School exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves The Charter School without graduating or completing The Charter School year for any reason, The Charter School shall notify the superintendent of The Charter School district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1)

- Consult, on a regular basis, with the Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer. The DRL should be highlighted in gray within each element or section. The language contained in this charter is to be deemed complete and shall control in the event that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of any addendum hereto.

The Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. Admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

2. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of The Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

3. For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

4. Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

5. Not require any child to attend the Charter School nor any employee to work at the charter school.

6. 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 in Education Improvement Act of 2004.

7. Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
8. Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]

9. At all times maintain all necessary and appropriate insurance coverage.

10. Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

11. Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

12. Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

13. Comply with all applicable portions of the Elementary and Secondary Education Act.


16. Comply with the Political Reform Act.

17. Meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

18. Adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.

August 21, 2014

________________________________________________
Kate Ford
DATE
Los Angeles Area Superintendent
Aspire Public Schools
Lead Petitioner
INTRODUCTION

Aspire Public Schools ("Aspire") hereby respectfully submits this charter renewal on behalf of Aspire Pacific Academy ("the Charter School").

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 38 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire’s mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

The Charter School has been chartered in the Los Angeles Unified School District ("the District") under the auspices of Aspire since 2010.

The Charter School’s current charter term is set to expire on June 30, 2015. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b) as it has:

1. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;

<table>
<thead>
<tr>
<th>Year</th>
<th>Statewide Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
</tr>
</tbody>
</table>

2. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years;

<table>
<thead>
<tr>
<th>Year</th>
<th>Similar Schools Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>8</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
</tr>
</tbody>
</table>

(See: [http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) for further information regarding The Charter School’s academic performance)
The Charter School has done a financial analysis and projections that support operation of a 6-12 school in the District on a financially sound basis.

The Charter School is located at 2565 East 58th St, Huntington Park, CA 90255.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions the District to renew the charter for the Charter School for a five-year period, from July 1, 2015 to June 30, 2020.

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 school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part 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.

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

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

Element 1: The Educational Program

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

- California Education Code Section 47605(b)(5)(A)(i)

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

- California Education Code Section 47605(b)(5)(A)(ii)

If the proposed 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.

- California Education Code Section 47605(b)(5)(A)(ii)

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
</tr>
<tr>
<td>The proposed address or target community of Chart School is:</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service</td>
</tr>
<tr>
<td>Center:</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
</tr>
<tr>
<td>The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency.)</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
</tr>
</tbody>
</table>

**COMMUNITY NEED FOR CHARTER SCHOOL**

The Charter School provides a safe, caring environment and a high performing educational alternative for families in the Huntington Park area. Student and parent interest is well documented with extensive waitlists and full enrollment, and parents are very enthusiastic and supportive of the option for a college preparatory program in their neighborhood. The school’s academic success significantly outperforms the neighborhood schools on the Academic Performance Index when compared to both LAUSD schools and local charter schools. Parent surveys reveal strong satisfaction with the Charter School, with at least 90% stating that their children are “getting a good education.” The community is proud of the school and the vision of “College for Certain,” and it is grateful for the strong leadership, proven results, and dedicated, caring, competent educators.

**THE CHARTER SCHOOL’S MISSION**

The Charter School’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The Charter School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and
personalized learning opportunities. The Charter School will strive 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.

**Population to be Served by the Charter School**

The below enrollment table outlines the Charter School’s enrollment projections for the five years of the proposed charter term:

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>6th</td>
<td>30</td>
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<td>60</td>
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</tr>
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<td>9th</td>
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<td>10th</td>
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<td>11th</td>
<td></td>
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<td>120</td>
<td>120</td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>470</td>
<td>450</td>
<td>540</td>
<td>660</td>
<td>660</td>
</tr>
</tbody>
</table>

According to demographic data compiled by the California Department of Education (“CDE”), the District enrolled 655,826 students in 2013-14. Of these students, 9.2% of the students are African American, American Indian 0.4%, Asian 4.1%, Filipino 2.0%, Hispanic or Latino 73.5%, Pacific Islander 0.4% and White 9.3%. During the 2013-14 school year, students who spoke English as a second language made up 27.4% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics.

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

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

In education, one size does not fit all and Aspire is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.
### 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 (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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. 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 annual update.” Ed. Code § 47606.5(e).

### Academic Calendar and Schedules

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

### Instructional Minutes Calculator

The Charter School’s academic calendar and general bell schedule can be found below, as well as the instructional minutes calculator and complete schedules by grade found below the bell schedules.
### SY2014 - 2015

**Aspire Pacific Academy**

#### July

```
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
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<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>
```

#### August

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<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<td>4</td>
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<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>
```

**AUGUST...2014**

1: First Day of School / Min Day
13-15: Minimum Days

**Instructional Days:** 13

#### September

```
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<tr>
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<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>
```

#### October

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<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
```

**OCTOBER...2014**

1: Labor Day
16: Saturday School #1

**Instructional Days:** 21

#### November

```
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
```

#### December

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<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
```

**DECEMBER...2014**

22-31: WINTER BREAK

**Instructional Days:** 15

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**Legend**

- **Blue:** Normal Days: 137
- **Green:** Minimum Days: 47
- **Total Days:** 184
- **No School**
- **Quarter / Semester Ends**
### Aspire Pacific Academy Bell Schedules
#### 2014-2015

<table>
<thead>
<tr>
<th>MONDAY (ODD)</th>
<th>TUESDAY (EVEN)</th>
<th>WED. (ODD)</th>
<th>THURSDAY (EVEN)</th>
<th>FRIDAY (ALL MINIMUM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>Warning</td>
<td>Warning</td>
<td>Warning</td>
<td>Warning</td>
</tr>
<tr>
<td>Rest Time</td>
<td>Rest Time</td>
<td>Rest Time</td>
<td>Rest Time</td>
<td>Rest Time</td>
</tr>
<tr>
<td>Period 1</td>
<td>Period 2</td>
<td>Period 1</td>
<td>Period 2</td>
<td>Period 1</td>
</tr>
<tr>
<td>Period 3</td>
<td>Period 4</td>
<td>Period 3</td>
<td>Period 4</td>
<td>Period 2</td>
</tr>
<tr>
<td>HS Lunch</td>
<td>HS Lunch</td>
<td>HS Lunch</td>
<td>HS Lunch</td>
<td>Period 3</td>
</tr>
<tr>
<td>MS Advisory</td>
<td>MS Advisory</td>
<td>MS Advisory</td>
<td>MS Advisory</td>
<td>Period 4</td>
</tr>
<tr>
<td>HS Advisory</td>
<td>HS Advisory</td>
<td>HS Advisory</td>
<td>HS Advisory</td>
<td>Period 5</td>
</tr>
<tr>
<td>MS Lunch</td>
<td>MS Lunch</td>
<td>MS Lunch</td>
<td>MS Lunch</td>
<td>Period 6</td>
</tr>
<tr>
<td>Rest Time</td>
<td>Rest Time</td>
<td>Rest Time</td>
<td>Rest Time</td>
<td>MS Advisory</td>
</tr>
<tr>
<td>Period 5</td>
<td>Period 6</td>
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<td>Period 6</td>
<td>MS Advisory</td>
</tr>
<tr>
<td>Warning</td>
<td>Warning</td>
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</tr>
</tbody>
</table>

### All Full Day

<table>
<thead>
<tr>
<th>Warning</th>
<th>8:10-8:14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest Time</td>
<td>8:14-8:29</td>
</tr>
<tr>
<td>Period 1</td>
<td>8:31-10:21</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:28-10:21</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:25-11:18</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:22-12:15</td>
</tr>
<tr>
<td>HS Lunch</td>
<td>12:15-12:45</td>
</tr>
<tr>
<td>MS Advisory</td>
<td>12:19-12:49</td>
</tr>
<tr>
<td>HS Advisory</td>
<td>12:49-1:19</td>
</tr>
<tr>
<td>MS Lunch</td>
<td>12:49-1:19</td>
</tr>
<tr>
<td>Rest Time</td>
<td>1:23-1:38</td>
</tr>
<tr>
<td>Period 5</td>
<td>1:40-3:30</td>
</tr>
<tr>
<td>Period 6</td>
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**Middle School:** Mondays and Tuesdays are always “A” Lab Days and Wednesdays and Thursdays are always “B” lab days. For Fridays, odd weeks are “A” lab Fridays and even weeks are “B” lab Fridays.
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Aspire Pacific Academy Charter Renewal Petition 2015-2020
### Grades Offered

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<th>Number of Regular Days</th>
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### The Educated Person in the 21st Century

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

### How Learning Best Occurs

The Charter School’s educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The California Common Core State Standards (“CA CCSS”) drive the instruction of all Aspire charter schools by providing the road map of what students
need to know. Students will have the skills and habits of mind to graduate from The Charter School with the A-G approved coursework in order to gain admission to a postsecondary school of their choice.

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

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

THE CHARTER SCHOOL’S PROGRAM DESIGN ELEMENTS

Community

Aspire schools are generally 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 for our secondary campuses (6-12) is between 420 and 660 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.

- **Advisory Groups**: Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between The Charter School and the students’ other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for several years, sometimes through graduation, and provides a support structure for students.
Learning Time

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

- **Longer School Day**: Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7 hour full school day for grades 1-12. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools.

- **Longer School Year**: Aspire schools provide approximately 184 to 186 days of instruction, which is roughly 10 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children.

- **Modified Traditional Calendar**: The Charter School uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses. The Charter School starts earlier than traditional calendars, includes a Fall Break and runs later into the summer.

Teaching Methods

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 has created Aspire Instructional Methods (AIMs) in math, English Language Arts, science and humanities, that spell out the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the California Common Core State Standards and the academic content and performance standards and the Aspire Instructional Rubric. AIMs will be revised annually as more is learned about effectively implementing the CA CCSS. These guidelines, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- **Explicit Instruction**: In this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.

- **Massed and Distributed Practice**: Provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the
course of many months to increase the retention of previously learned skills and knowledge.

- **Problem Solving**: Provides students with a step-by-step process for determining the solution.

- **Inquiry**: Students are presented with a problem or question, and formulate and test theories to work towards a solution.

- **Culturally appropriate curriculum and instruction**: A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each other’s heritages and to develop an understanding of multiple perspectives.

- **Flexible supports**: Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.

- **Diagnostic assessment**: Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.

- **Distance Learning**: In grades 11 and 12, students may elect to take some specialized coursework on-line, through colleges and universities.

**Curriculum**

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

- **English Language Arts**: Students communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral reports and debates, written letters and essays. Through the examination of various texts, students demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students write extensively in both expository and creative forms.

When students are learning to read, instruction will focus on phonemic awareness, phonics instruction, fluency, and text comprehension. Writing is integrated into the learning process.
One of the phonics resources in K-6 literacy instruction may be the Open Court Reading materials. Writing may be supplemented with vocabulary and instruction based on the Units of Study. Grades 9-12 use California’s Recommended Literature list, as well as texts referenced in the CA CCSS for the core of its English Language Arts program. This may be supplemented with real life readings such as editorials, non-fiction texts and additional resources such as Write Source.

- **English Language Development/English as a Second Language:** Students requiring English Language Development will receive it during a designated class, Academic Literacy. Students will receive instruction on the English Language Development standards. Embedded assessments and curriculum will be based on READ 180’s LBook series which focuses on English Language Development. Student data from this program will be used to determine effectiveness and growth of students.

- **Social Science:** Aspire’s history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive! and a variety of non-fiction texts as recommended by the CA CCSS.

Throughout the 6-12 instructional program, social science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

- **Mathematics:** 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 balanced approach provides both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms and a double block of math in secondary schools, our state adopted math materials, Stepping Stones and California Preparatory Mathematics can be
interwoven with other real-life problems. These materials will also change or be updated with the realignment with the CA CCSS: Mathematics.

A key tool in mathematics instruction is the standards-based software program Edusoft. Edusoft creates, scores and reports standards-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Edusoft reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction. Aspire is currently in the process of reviewing several vendors for CA CCSS aligned questions to create CA CCSS aligned assessments.

For example, the results of a standards-based assessment given in 6th grade might show that 90% of the students mastered Math Standard Number Sense CA CCSS: Apply and extend previous understandings of multiplication and division to divide fractions by fractions, but only 15% mastered Number Sense CA CCSS: Compute fluently with multi-digit numbers and find common factors and multiples. The teacher would provide remediation for students who did not understand one standard and reteach the whole class the other standard.

Teachers use this data on a daily cycle. Grade level teams, principals and subject level teams look at this assessment data every two weeks.

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

- **Spanish/Second Language**: Students work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students use Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures. Although Aspire primarily offers Spanish as a foreign language, our schools encourage 9th through 12th grade students to take advantage of courses on-line or at local colleges to receive instruction in other languages.

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

- **Visual and Performing Arts**: Appreciation and participation in the arts are essential to each student’s development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent
docents also provide special programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.

- **Health**: Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.

**Early College Model**

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

As an Early College High School, Aspire aims to blend high school and college into a coherent educational program, making it possible for all students to earn two years of college credit at the same time they are earning a high school diploma (within four to five years of entering ninth grade). (AB 967 and California Education Code 48800 – 48802 provides for high school students to concurrently enroll in high school and college courses.) College classes may be provided online, on The Charter School’s campus, or on a local college campus. The courses may be taught by a college instructor or an employee of The Charter School who has been qualified by a local college. The School will comply with all required minutes for students to receive instruction onsite and attend the minimum instructional minutes depending on the participation in UC/CSU or non-UC/CSU classes (California Education Code 46146.5 and State Bill 379).

**Alignment with California state standards and UC A-G requirements**

All secondary courses that are tested through California’s Standardized Testing and Reporting (“STAR”) program are offered as high school courses, ensuring that all students master the CA CCSS. With the change to the CA CCSS, these will be realigned. For non-tested courses, Aspire schools work to earn recognition through California’s UC Doorways program to ensure that all courses meet the level of rigor for college preparatory work.

**Sample Scope and Sequence (9-12)**

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<tr>
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As of 2013-14, students were expected to take Algebra 1 under the California standards. Students who did not pass in 8th grade enrolled in Algebra 1 as 9th graders in a co-teaching class that provided support in a 1:15 ratio. In 2014-15, the Charter School will be moving to the California Common Core State Standards which will place Algebra 1 in the 9th grade sequence. As with all courses, teachers provide real time intervention to support students in successfully meeting course requirements; for those few students who do not pass, a variety of credit recovery options are available the next year, including summer school, online courses, and repetition.

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

College partners include:
- Alliant University is the university that Pacific utilizes for the bell-to-bell early college high school program
- LA Southwest College is the after school college partner
- East LA Community College – a partnership is being created so that seniors may attend afternoon classes.

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<td>9TH GRADE ELA</td>
<td>Give a boy a Gun</td>
</tr>
<tr>
<td>12TH GRADE ELA</td>
<td>Hamlet</td>
</tr>
<tr>
<td>US HISTORY</td>
<td>History Alive - Pursuing American Ideals</td>
</tr>
<tr>
<td>6TH GRADE HISTORY</td>
<td>History Alive: The Ancient World</td>
</tr>
<tr>
<td>7TH GRADE HISTORY</td>
<td>History Alive: The Medieval World</td>
</tr>
<tr>
<td>RESOURCE</td>
<td>Longman Dictionary of American English</td>
</tr>
<tr>
<td>10TH GRADE ELA</td>
<td>Lord of the Flies</td>
</tr>
<tr>
<td>6TH GRADE ELA</td>
<td>Lupita Manana</td>
</tr>
<tr>
<td>12TH GRADE ELA</td>
<td>Macbeth - Folger Edition</td>
</tr>
<tr>
<td>WORLD HISTORY</td>
<td>Modern World History</td>
</tr>
<tr>
<td>8TH GRADE ELA</td>
<td>Monster</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>MS Office 2010 Essentials</td>
</tr>
<tr>
<td>7TH GRADE ELA</td>
<td>Narrative of the life of Frederick Douglas, An American Slave</td>
</tr>
<tr>
<td>10TH GRADE ELA</td>
<td>Night</td>
</tr>
<tr>
<td>9TH GRADE ELA</td>
<td>Of Mice and Men</td>
</tr>
<tr>
<td>Grade and Subject</td>
<td>Textbook/Book Title</td>
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<tr>
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</tr>
<tr>
<td>12TH GRADE ELA</td>
<td>One Hundred Years of Solitude</td>
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<tr>
<td>8TH GRADE ELA</td>
<td>Parrot In The Oven</td>
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<tr>
<td>PHYSICS</td>
<td>Physics 9e</td>
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<tr>
<td>SPANISH 1</td>
<td>Realidades 1</td>
</tr>
<tr>
<td>SPANISH 2</td>
<td>Realidades 2</td>
</tr>
<tr>
<td>7TH GRADE ELA</td>
<td>Red Scarf Girl</td>
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<tr>
<td>9TH GRADE ELA</td>
<td>Romeo and Juliet</td>
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<td>7TH GRADE ELA</td>
<td>Scorpions</td>
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<td>11TH GRADE ELA</td>
<td>Sold</td>
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<tr>
<td>7TH GRADE ELA</td>
<td>Speak</td>
</tr>
<tr>
<td>7TH GRADE ELA</td>
<td>The Absolutely True Diary of a Part Time Indian</td>
</tr>
<tr>
<td>7TH GRADE ELA</td>
<td>The Adventures of Tom Sawyer</td>
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<tr>
<td>10TH GRADE ELA</td>
<td>The Awakening</td>
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<tr>
<td>RESOURCE</td>
<td>The Bantam Roget's Thesaurus</td>
</tr>
<tr>
<td>9TH GRADE ELA</td>
<td>The Bean Trees</td>
</tr>
<tr>
<td>11TH GRADE ELA</td>
<td>The Catcher in the RYE</td>
</tr>
<tr>
<td>9TH GRADE ELA</td>
<td>The Chrysalids</td>
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<tr>
<td>9TH GRADE ELA</td>
<td>The Color Purple</td>
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<tr>
<td>12TH GRADE ELA</td>
<td>The Devil's Highway</td>
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<tr>
<td>7TH GRADE</td>
<td>The Giver</td>
</tr>
<tr>
<td>11TH GRADE ELA</td>
<td>The Great Gatsby</td>
</tr>
<tr>
<td>11TH GRADE ELA</td>
<td>The Great Gatsby</td>
</tr>
<tr>
<td>10TH GRADE ELA</td>
<td>The Help</td>
</tr>
<tr>
<td>9TH GRADE</td>
<td>The Hobbit</td>
</tr>
<tr>
<td>6TH GRADE</td>
<td>The House on Mango Street</td>
</tr>
<tr>
<td>7TH GRADE</td>
<td>The Hunger Games</td>
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<tr>
<td>10TH GRADE ELA</td>
<td>The Lovely Bones</td>
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<tr>
<td>11TH GRADE ELA</td>
<td>The Namesake</td>
</tr>
<tr>
<td>9TH GRADE ELA</td>
<td>The Odyssey</td>
</tr>
<tr>
<td>9TH GRADE ELA</td>
<td>The Perks of being a wallflower</td>
</tr>
<tr>
<td>11TH GRADE ELA</td>
<td>The Secret life of bees</td>
</tr>
<tr>
<td>10TH GRADE ELA</td>
<td>The Things They Carried</td>
</tr>
<tr>
<td>6TH GRADE ELA</td>
<td>The Watsons go to Birmingham</td>
</tr>
</tbody>
</table>
Course Descriptions

- **World History**
  Throughout this course, students will examine the themes of identity, community, and interactions—how people identify themselves, organize into communities, and interact with each other and other communities to resolve conflict. Students will examine the rise of democratic ideas in theory and reality, and trace the development of democracy over time. We will also examine the formation of nations and the conflicts that have since arisen—imperialism, World War I, World War II, and the drive for independence. Students will see how history shapes current conflicts and global issues as they trace issues of imperialism through the 20th century and up until today.

- **U.S. History**
  This is a one-year required 11th grade class that must be passed to qualify for graduation. Students will examine the major turning points in American history in the 20th century. They will review the nation's beginnings, democratic ideals, and industrial transformation. They will cover a series of thematic units: the Progressive Era, the Jazz Age, the Great Depression, World War I, World War II, the Cold War, Civil Rights Movement, the Vietnam Era, and contemporary American society.

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

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

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

- **English 2**
  This course is for tenth grade students who have successfully completed English 1. Students will read a variety of genres (non-fiction, fiction, short stories, poetry, and drama), and will analyze texts within a historical/cultural context. Students will be required to use close-reading and critical thinking skills in order to engage in an in-depth analysis of the 6 texts they will be
studying. They will engage in a thematic study of literature that will required them to compare and contrast texts, as well as make connections between the literature and corresponding historical contexts. Activities in each unit will help students develop their reading, writing, and oral skills. Students will complete a variety of writing activities, including interpretive, narrative, persuasive, and descriptive writing that demonstrate critical thinking, organization, and drafting strategies. In addition, students will increase their vocabulary, further their knowledge and application of English mechanics, and learn important research skills that will be required of them in advanced English courses. This course is intended to help students meet the state language arts content and performance standards, as well as prepares them for the rigor of college courses.

- **English 3**
  This course is designed for eleventh grade students who have successfully completed English 1 and English 2. The course focuses on reading, writing, listening and speaking in accordance with the California State standards. Students study a variety of genres including non-fiction, novels, short stories, poetry, and drama. The course is linked with the United States History course and the literature read is tied to the events studied in that course. Students engage in a thematic study of literature that requires them to compare and contrast texts, as well as make connections between the literature and corresponding historical contexts. Students complete a variety of writing activities, including interpretive, narrative, persuasive, and descriptive writing that demonstrate critical thinking, organization, and drafting strategies. In addition, students will increase their vocabulary, further their knowledge and application of English mechanics, and learn important research skills that will be required of them in advanced English courses.

- **Geometry**
  The main purpose of the geometry curriculum is to develop geometric skills and concepts and the ability to construct formal logical arguments and proofs in a geometric setting. Although the curriculum is weighted heavily in favor of plane (synthetic) Euclidean geometry, there is room for placing special emphasis on coordinated geometry and its transformations.

- **Algebra 2**
  This is a one-year course that expands on the basic algebraic concepts involved in solving equations and inequalities, factoring polynomials, graphs, exponents, and solving quadratic equations. In addition, it examines quadratic, logarithmic, and exponential functions, the application of functions to real world problems, conic sections, probability, trigonometric functions, and complex numbers.

- **Pre-Calculus**
  This one-year course gives students a foundation in polynomial, rational, exponential, and trigonometric functions and teaches them to apply mathematical principles to a variety of problems. Students learn to use data points and a problem statement to solve a particular problem. Graphical tools help them interpret the results and present them in both mathematical models and verbal descriptions.

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

- **Physics**
  This course focuses on physics as a basis for the sciences as it is physics that attempts to explain natural phenomena using scientific inquiry. We will study five specific natural phenomena: motion and forces; conservation of energy and momentum; heat and thermodynamics; waves; electric and magnetic phenomena. The lab work will provide students with opportunities to apply conceptual understandings and provide a foundation for laboratory techniques.
- **Biology**
  This is an introductory and comprehensive biology class. Students will study cell biology, genetics, evolution, ecology and physiology through lecture, discussion, readings, projects, simulations and laboratory activities.

- **Chemistry**
  This one-year course will tie modern chemistry concepts and skills to mathematics. Students will study and analyze math concepts through scientific investigation and experimentation to further develop their understanding of these two major areas of science.

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

- **Art 1**
  In Art 1, students will learn specific artistic techniques that reflect different historical and cultural styles. They will be exposed to a variety of artists, art forms, and genres and will gain an appreciation for art and will learn the language to describe, critique, and respond to different works of art. The students will have the opportunity to produce artwork that shows individual creativity and growth.

- **English Composition**
  This course is frequently taught as a companion course to English Language Arts. Currently no composition courses in Aspire have received a-g approval although other schools in California have earned this recognition. The course is designed to give students additional practice in writing- largely in the form of expository writing. Literary analysis and creative writing are reserved for the English literature courses.

- **Psychology**
  This is an introductory, year-long course in Psychology that is UC approved.

- **Technology**
  Aspire requires two semesters (10 units) of technology coursework that includes Computer Literacy, Computer Science, or Intro to MS Office.

- **Advisory**
  This is a mandatory course that all students take every year. An assigned advisor works on academic preparation and planning, social and emotional development, and college and career advising. The purpose of Advisory is to help personalize instruction as well as to build meaningful relationships, focus on academic improvement, and to help students prepare for college. This course does not meet University of California a-g requirements and is worth 5 credits per semester (equivalent to one semester of instruction).

**INFORMING PARENTS ABOUT THE TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND THE ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS**

Parents will receive a letter at the beginning of each school year that describes the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Aspire will send the letter in Spanish to those with limited English proficiency. Aspire’s current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.
WASC ACCREDITATION

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

The Charter School is a candidate for Accreditation by WASC to ensure that every student has the opportunity to graduate with University of California/California State University (UC/CSU) approved coursework. With WASC accreditation and UC/CSU course approval, students’ coursework is recognized by other schools and out of state universities and colleges and by the admissions committees of the UC/CSU system. The Charter School underwent an initial visit by WASC in 2012 and received candidacy status for three years, the maximum term granted by WASC. The school will complete a full self-study before June 2015.

The secondary portion of the curriculum will develop both a foundation of basic skills and cultivate higher-order thinking skills; it will be simultaneously rigorous and relevant to students. The educational program emphasizes interdisciplinary thinking among subject areas. Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.

NOTIFICATION OF HIGH SCHOOL GRADUATION REQUIREMENTS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

At the beginning of each school year or at the time a student enters an Aspire High School, the school shall provide written notification to all students in grades 9 through 12 and to their parents/guardians that each student completing the 12th grade shall be required to successfully pass the state's high school exit examination as a condition of graduation excluding eligible students (Education Code 60852.3). The notification shall include, at a minimum, the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination (Education Code 48980, 60850, 60859).

Each student who has met all requirements for graduation with the exception of the high school exit examination and who has met the requirements to participate in the graduation ceremony will receive a letter from the principal indicating that the student will be eligible to receive a high school diploma upon satisfactorily completing the state exit examination.

When students do not demonstrate sufficient progress toward passing the exit examination, supplemental instruction offered by the school shall be designed to assist
students to succeed on the exit examination and shall reflect statewide academic standards (Education Code 60851). The supplemental instruction may include required summer school instructional programs for students in grades 7-12 who do not demonstrate sufficient progress toward passing the exit examination (Education Code 37252).

HIGH SCHOOL GRADUATION REQUIREMENTS: PRESCRIBED COURSE OF STUDY

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn a designated number of credits.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History/Social Sciences</td>
<td>30</td>
<td>1 year of World History, 1 year of US History, 1 semester each of US Government &amp; Economics.</td>
</tr>
<tr>
<td>B. English</td>
<td>40</td>
<td>Emphasis in Literature &amp; Composition.</td>
</tr>
<tr>
<td>C. Mathematics</td>
<td>30</td>
<td>Courses must be taken in grades 9-12 Recommended sequence: Algebra 1, Geometry, Algebra 2</td>
</tr>
<tr>
<td>D. Laboratory Science</td>
<td>20</td>
<td>In at least two areas: physical and biological science; 3 years recommended</td>
</tr>
<tr>
<td>E. World Languages</td>
<td>20</td>
<td>Courses must be taken in grades 9-12. Twenty credits must be earned in the same language.</td>
</tr>
<tr>
<td>F. Visual &amp; Performing Art</td>
<td>10</td>
<td>The 10 credits must be in the same form of art.</td>
</tr>
<tr>
<td>G. Electives</td>
<td>60</td>
<td>Courses can be additional years in any of the A-G courses listed above or labs which extend A-G courses and additional Advisory course work. Courses such as PE, academic literacy, etc. do not satisfy this requirement.</td>
</tr>
<tr>
<td>Advisory</td>
<td>20</td>
<td>Students must enroll in and pass advisory every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives.</td>
</tr>
<tr>
<td>Technology</td>
<td>10</td>
<td>May waive by exam or juried assessment; if waived, credits substituted by another college preparatory elective.</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>All students must earn a C- or better for credit.</td>
</tr>
</tbody>
</table>

*Schools that opt for less advisory time will include more academic electives.

HIGH SCHOOL GRADUATION REQUIREMENTS: ADDITIONAL REQUIREMENTS

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above must also complete the following:
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibitions</td>
<td>Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. (Students can continue to re-do exhibitions until they pass, as it is a pre-condition for graduation)</td>
</tr>
<tr>
<td>College Credits</td>
<td>Students must take at least 5 college courses, 15 college credits. College units may be equivalent to 50 or more high school credits and may be used to satisfy the academic elective or A-G requirements above. (This is a pre-condition for graduating. Families are aware that these are our graduation requirements before entering. The school pays for all classes and makes arrangements for the classes.)</td>
</tr>
<tr>
<td>College Entrance Exams</td>
<td>Students must apply for and take the prescribed college-board entrance examinations. Aspire Public Schools will cover all costs of these exams, either through grants from the testing institutions or other fundraising. (Students are required to take college entrance exams but they are not required to pass).</td>
</tr>
<tr>
<td>College Applications</td>
<td>Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges). In most cases, students are able to apply to schools that will waive application fees. In cases where this is not possible Aspire will financially assist students in meeting this obligation. (This is required for graduation).</td>
</tr>
<tr>
<td>College Financial Aid</td>
<td>Students must apply to at least one (1) scholarship and/or complete the FAFSA. (This is required for graduation).</td>
</tr>
</tbody>
</table>

**Note for all graduation requirements:** Appropriate accommodations are made and support is provided for all students to meet the graduation requirements, including those students with 504 plans, Individualized Education Plans or other special needs.

**Additional High School Graduation Guidelines**

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

**Waiver of High School Graduation Requirements**

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

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student’s ability, including: limited course offerings, late transfer into an Aspire school, etc.
Waiver of graduation requirements is determined by the Chief Academic Officer, but shall not alter the total credit requirements established by the Aspire Board of Directors.

A. The following procedure shall be followed by all Aspire schools in graduation waiver requests:

1. Request shall be initiated by the parent, student or Aspire counselor.
2. The counselor is responsible for evaluating the educational experiences of the individual student and submitting a recommendation for a graduation waiver to the Principal by April 1.
3. The Aspire principal shall investigate the request for waiver of graduation requirements and make a determination in writing, via email or letter stating the reason for waiver to the Chief Academic Officer and Area Superintendent no later than May 1st.
4. The Aspire principal shall develop appropriate record-keeping procedures for storage of all pertinent data relating to each waiver request.
5. The Aspire Chief Academic Officer, Area Superintendent or CEO shall grant or deny the waiver request.
6. The Aspire student and principal shall be notified of the decision in writing by the Area Superintendent no later than 7 days prior to the anticipated graduation date.

**College/High School Courses taken in Middle School**

College and High School courses that have been successfully completed with a grade of “C-” while the student is enrolled in the middle school shall have the course and grade shown on the high school transcript. While the course may count toward satisfaction of the prescribed course of study as defined above, the course/grade will not be included in GPA calculations, and credit will not be awarded (Education Code 51225.3).

**College Readiness**

In addition to providing support for students to develop a college-going identity, the Charter School also utilizes a myriad of tools for providing support to students who may fail to meet academic milestones while in high school. The school proactively seeks to reduce failure in high school through a robust middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school. Additionally, in high school the academic counselor works to track all students who are falling behind in course work and then leverages support systems such as study hall and advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options include re-taking the course at the Charter School, taking the class from an on-line or external provider, summer school and on occasion college replacement courses.
Very few students transfer to Aspire Public Schools after the conclusion of their 10th grade year. Families who wish to transfer meet with the academic counselor to determine the student’s course requirements and to identify a trajectory for graduation.

Assessment

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

- All standardized and standards-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, CELDT (California English Language Development Test)/ELPAC and Physical Fitness Test);

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment, Scholastic Aptitude Test (SAT) and/or American College Test (ACT));

- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. project rubrics, Aspire Writing Assessment);

- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Stepping Stones Unit Assessments, Edusoft assessments; math computation quizzes, unit tests);

- Qualitative observations of the process of learning (teachers’ anecdotal notes, a child’s reflection log, internship mentor reports); and

- Examination of final grade level projects, Exhibitions, are designed by the Charter School to reflect a deep exploration of a particular topic as part of Advisory. Exhibitions may include independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators.

Technology as a Tool

1 The growing emphasis on norm-reference tests is much debated. Educationally, standardized tests are only a single indicator of mastery in basic skills; however, they are regarded by employers and policymakers as broadly meaningful. Aspire Public Schools believes that students should be prepared to be successful on the tests that they are held accountable for; these tests are often the key to future opportunity.
At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school has 3 to 5 computers in a classroom with Internet access. 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. Aspire understands that all students will need the skills to take computer-based assessments and has created a technology plan that includes a matrix of skills needed at each grade.
## Annual Goals and Actions in the State Priorities

**State Priorities**

**A. Conditions of Learning:**

*Basic*: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

*Implementation of State Standards*: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

*Course access*: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**B. Pupil Outcomes:**

*Pupil achievement*: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

*Other pupil outcomes*: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

*Parent involvement*: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

*Pupil engagement*: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

*School climate*: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
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<tbody>
<tr>
<td>1. Need: Increase writing proficiency of students</td>
<td>Increase the proficiency of students by 5% in writing until 65% proficient is reached.</td>
<td>All</td>
<td>2014-15 Charter School Aspire Writing Assessment scores</td>
<td>5% more students will score proficient or above on the Aspire Writing Assessment until 65% is reached. Improved writing instruction for all students</td>
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<td>Aspire – College Readiness State #4 - Pupil Achievement</td>
<td>Professional Development: Once a month teachers will analyze writing data or learn a new writing instructional skills. These are led by principals and/or instructional coaches. The school will attend five days of Growing Educators training which focuses on writing. -CA CCSS Institute training for every teacher.</td>
</tr>
<tr>
<td>2. Need: Increase basic skills in math</td>
<td>Increase CAHSEE passage rate to 95%</td>
<td>All</td>
<td>2014-15 CAHSEE passage rate</td>
<td>Students in danger of failing the CAHSEE will receive additional tutoring. Saturday Boot Camps Schoolwide incentives Parent Info</td>
<td>Students in danger of failing the CAHSEE will receive additional tutoring.</td>
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<td>Students in danger of failing the CAHSEE will receive additional tutoring.</td>
<td>Aspire – College Readiness State #4 - Pupil Achievement</td>
<td>Five day training during the summer for all staff members Data Monitoring (Tech Solutions) The Response to Intervention team, including the Dean, will review data of all students on benchmark and interim assessments and past CAHSEE scores. Those students requiring additional intervention will receive it after school or during the day with an intervention teacher.</td>
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<td>3. Need: Students in school to learn</td>
<td>Attendance rate 95% for all subgroups</td>
<td>All</td>
<td>2014-15 attendance rates and SARB data</td>
<td>95% attendance rate</td>
<td>Students and families who miss more than three unexcused absences will receive additional communication and school support.</td>
<td>Families will be notified sooner about truancies.</td>
<td>95% attendance rate</td>
<td>Students and families who miss more than three unexcused absences will receive additional communication and school support.</td>
<td>Families will be notified sooner about truancies.</td>
<td>95% attendance rate</td>
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<td>4. Need: Students taught by highly qualified teachers</td>
<td>All students are taught by appropriately credentialed teachers. (100% of teachers will be highly qualified per No Child Left Behind Act).</td>
<td>All</td>
<td>2014-15 number of highly qualified teachers</td>
<td>All students will be taught by highly qualified personnel.</td>
<td>All students will be taught by highly qualified personnel.</td>
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<td>All students will be taught by highly qualified personnel.</td>
<td>State #5 - Pupil Engagement</td>
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<td>5. Need: All students have appropriate instructional materials</td>
<td>100% of students will have access to standards aligned materials as measured by school inventory.</td>
<td>All</td>
<td>2014-15 Instructional materials</td>
<td>All pupils will have Common Core aligned math materials.</td>
<td>All pupils will have CA CCSS aligned ELA text sets.</td>
<td>All pupils will have NGSS aligned texts.</td>
<td>All pupils will have all aligned text sets.</td>
<td>All pupils will have all aligned text sets.</td>
<td>State #1 - Basic</td>
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Aspire Pacific Academy Charter Renewal Petition 2015-2020
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<th>Identified Need and Metric</th>
<th>Goals</th>
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<th>What will be different/improved for students? (based on identified metric)</th>
<th>Related State and Local Priorities</th>
<th>Actions and Services</th>
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<td>6. Need: School facilities that honor the students Metric: School facilities in good repair</td>
<td>All students attend school in a safe facility conducive to learning.</td>
<td>100% of school facilities will be maintained and in good repair as measured by our facilities department.</td>
<td>Building Manager will have clear job descriptions and an effectiveness bonus.</td>
<td>5% of school budget will be appropriated for upkeep of the building.</td>
<td>State #1 – Basic</td>
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| 7. Need: Implementation of the California Common Core State Standards and English Language Development Standards Metric: Hours of professional development | All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards. | 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards, including specialized segments for teaching the ELD standards. | Instruction will be more effective in teaching the CA CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT. | Instruction will be more effective in teaching the CA CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT. | State #2 – Implementation of State Standards | Professional Development Two Fridays a month will be focused on CCSS ELD framework. The EL Instructional coaches will work with the schools to create a plan that addresses the needs of the students according to the CELDT. CA CCSS Institute and Lead Teacher Training All teachers attended a summer training focused on the CA CCSS standards put
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<td>8. Need: Maintain parent satisfaction with the school</td>
<td>Most families are satisfied with the school - 90% of all families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually.</td>
<td>All families.</td>
<td>2014-15 family survey results</td>
<td>Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program. Family satisfaction will increase 5% if below 90% in 13-14.</td>
<td>Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program. Family satisfaction will increase 5% if below 90% in 15-16.</td>
<td>Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program. Family satisfaction will increase 5% if below 90% in 16-17.</td>
<td>Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program. Family satisfaction will increase 5% if below 90% in 18-19.</td>
<td>State #3 – School climate</td>
<td>Principals will convene four ASC meetings to get feedback on the program and provide information about CCSS. Two Saturday Schools will be held to engage families in educating their youngsters. The Counselor or Parent outreach coordinator will provide training as needed on issues identified by the ASC.</td>
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<td>9. Need: Increased student achievement on the SBAC assessment</td>
<td>Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended (Baseline 2014-2015 year)</td>
<td>5% increase each year on students scoring proficient schoolwide and for each subgroup (until 80% is reached)</td>
<td>2014-15 SBAC scores</td>
<td>Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.</td>
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<td>Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.</td>
<td>State #2 – Implementatio n of CA CCSS</td>
<td>Professional Development and Data Analysis: CA CCSS Institute held for four days during the summer for all staff. This is taught by coaches and principals. New Teacher Training held for two weeks before school starts and lead by coaches. Lead Teacher Bootcamp held for two days in the Home Office and taught by experts in the</td>
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<td>10. Need: Increased English proficiency Metric: CELDT</td>
<td>Increase EL reclassification</td>
<td>English Language Learners</td>
<td>2014-15 EL Reclass rates</td>
<td>Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. In this year 25% of long term EL’s (EL for 5+ years) will acquire English Proficiency and 50% of ELs of less than 5 years will acquire English proficiency.</td>
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<td>An average of 10% students will be re-designated this year between all grade levels. Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. In this year 25% of long term EL’s (EL for 5+ years) will acquire English Proficiency and 50% of ELs of less than 5 years will acquire English proficiency.</td>
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<td>State #4 – Pupil Achievement</td>
<td>Friday professional development twice a year on CELDT/ELPAC and meeting the needs of English Learners. Initially, this will focus on the new framework. CA CCSS Institute held for four days during the summer for all staff including how to support English Learners. This is taught by coaches and principals. New Teacher Training held for two weeks before school starts and lead by coaches. Classroom teachers will provide additional support tutoring for students as identified by the Response to Intervention Team who may be English Learners. This will be above the required ELD instruction.</td>
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<td>11. Need: Decrease pupil expulsion rates</td>
<td>Decrease the number of days that students miss school due to expulsions.</td>
<td>All subgroups</td>
<td>2014-15 Expulsion data</td>
<td>No more than 40 days total will be attributed to student expulsions.</td>
<td>No more than 30 days total will be attributed to student expulsions.</td>
<td>No more than 20 days total will be attributed to student expulsions.</td>
<td>No more than 20 days total will be attributed to student expulsions.</td>
<td>No more than 20 days total will be attributed to student expulsions.</td>
<td>State #6 – Student engagement</td>
<td>The Dean will receive monthly professional development from the Director of Student Supports at the home office. The Rti team will meet on a monthly basis to review the expulsion data and identify interventions. The Dean will receive monthly professional development from the Director of Student Supports at the home office.</td>
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<td>Metric: % of students with one or more expulsion annually</td>
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<td>12. Need: Decrease pupil suspension</td>
<td>Decrease the time students miss class due to student suspensions.</td>
<td>All students</td>
<td>2014-15 Suspension data</td>
<td>No more than 40 days total will be attributed to student suspensions.</td>
<td>No more than 30 days total will be attributed to student suspensions.</td>
<td>No more than 20 days total will be attributed to student suspensions.</td>
<td>No more than 10 students total will be suspended. The school will facilitate no fewer than 15 student mediations</td>
<td>No more than 10 students total will be suspended. The school will facilitate no fewer than 20 student mediations</td>
<td>State #8: Other pupil outcomes</td>
<td>The Rti team will meet on a monthly basis to review the data and identify interventions.</td>
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<td>Metric: days of suspension</td>
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<td>Metric: # of students suspended.</td>
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<td>13. Need: More exposure to technology</td>
<td>Students will spend 3 hours more a week on computers writing or receiving individualized instruction</td>
<td>All students</td>
<td>2014-15 devices per student</td>
<td>Enough devices to create an 8:1 ratio will be purchased. Students will receive one more hour a week on computers.</td>
<td>Enough devices to create a 7:1 ratio will be purchased. Students will receive two more hours a week on computers.</td>
<td>Enough devices to create a 6:1 ratio will be purchased. Students will receive three more hours a week on computers.</td>
<td>Enough devices to create a 6:1 ratio will be purchased. Students will receive three more hours a week on computers.</td>
<td>Enough devices to create a 6:1 ratio will be purchased. Students will receive three more hours a week on computers.</td>
<td>State #8 – Other pupil outcomes</td>
<td>Technology purchasing: Technology software and IT support</td>
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<td>What will be different/improved for students? (based on identified metric)</td>
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<td>14. Need: Implement the Next Generation Science Standards Metric: Aspire science interim assessments</td>
<td>Teachers will be trained to implement the Next Generation Science Standards.</td>
<td>All</td>
<td>2014-15 interim results and PD</td>
<td>Students will receive science instruction aligned with the NGSS. Teachers will be more effective science educators. Students will receive baselines cores on the Aspire internal science benchmarks</td>
<td>State #4 – Pupil Achievement</td>
<td>Units aligned with the NGSS at every grade level will be available to all teachers. These will be identified and supported by the science coaches. The Los Angeles science coach will provide school based NGSS professional development twice a year to all teachers or as needed.</td>
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<td>15. Need: Increased college readiness Metric: % of students on-track to graduation</td>
<td>Increase the number of students on track to graduation which includes the A-G requirements met</td>
<td>All</td>
<td>2014-15 College readiness data</td>
<td>More students will be poised to graduate able to apply to UC/CSU and be college ready. Students will receive counseling on A-G requirement completion. Increase of 5% of students reaching A-G progress if not at 90%.</td>
<td>State #4 – Pupil Achievement State #7 – Course Access</td>
<td>The principal and the college counselor will review the grade data monthly and have appropriate data meetings. The Director of College Readiness will send monthly updates on the number of 9th graders with D’s and F’s with recommendatio ns for the principals. The Dean will attend monthly professional development provided by the Director of...</td>
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<td>After the school reaches 90%, increase 2% each year.</td>
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<td>16. Need: Increase students taking community college courses</td>
<td>Increase the number of students on track to graduation which includes 15 credits of community college credits</td>
<td>All</td>
<td>Students in grades 9-12 will be more academically prepared for college by taking community college classes.</td>
<td>Students in grades 9-12 will be more academically prepared for college by taking community college classes.</td>
<td>Students in grades 9-12 will be more academically prepared for college by taking community college classes.</td>
<td>Students in grades 9-12 will be more academically prepared for college by taking community college classes.</td>
<td>State #8 – Other pupil outcomes</td>
<td>The Director of College Initiatives will review the data monthly with the College Counselor. The College Counselor will meet with all 12th graders not on track to meet this goal. The school will offer 2-3 college classes for students to take in 11th and 12th</td>
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<td>2014-15 students taking community college courses</td>
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<td>50% of students in grades 9-12 will visit a college campus.</td>
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<td>60% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</td>
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<td>70% of students in grades 9-12 will visit a college campus.</td>
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*Aspire Pacific Academy Charter Renewal Petition 2015-2020*
ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core 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 (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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 EL program assessment. 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 ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

SUPPORT FOR ENGLISH LEARNERS

Aspire is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning. The Charter School has adopted its own English Learner Master Plan and will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status,
monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. 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.

- **Home Language Survey**

  The Charter School will administer the home language survey upon a student’s initial enrollment into The Charter School (on enrollment forms). Spanish-speaking students in the country less than twelve months will be given the state’s Designated Primary Language Test (currently the Aprendá and Standards-Based Tests in Spanish) to determine the student’s academic proficiency when tested in his/her home language of Spanish.

- **CELDT/ELPAC Testing**

  All students who indicate that their home language is other than English will be tested with the California English Language Development Test (“CELDT”) or the English Language Proficiency Assessment for California (“ELPAC”) in 2016-2017 and beyond, or any new English Language Development test adopted by California within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

  The Charter School will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/ELPAC.

- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

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2 The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT/ELPAC tested. All other students who have indicated a home language other than English will continue with annual CELDT/ELPAC testing based upon the date last tested at the prior school of enrollment.
• Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

• Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

• The Student Oral Language Observation Matrix may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

**Strategies for English Learner Instruction and Intervention**

To meet the needs of English learners, Aspire has added a number of bilingual teaching strategies to its core program, including Specially Designed Academic Instruction in English (SDAIE). Specifically, those strategies include:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)
- graphic organizers (matrices, Venn diagrams and webs)
- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

All teachers will be given professional development in teaching English Learners in their appropriate content areas. Guided Language Acquisition Development (GLAD) training opportunities are available and strongly encouraged for all teachers, especially as the Charter School refines and enhances CA CCSS-based instruction for English Learners. The newly adopted English Language Development Standards will be mapped to Aspire’s Instructional Methods.

**Designated English Development**

English Learners also need support in how English works. This instruction will take place through daily lessons in the English Language Development. The purpose of this
instruction is to develop English language proficiency as rapidly and effectively as possible.

Students requiring English Language Development will receive it during a designated class, Academic Literacy. Students will receive instruction on the English Language Development standards. Embedded assessments and curriculum will be based on READ 180’s LBook series which focuses on English Language Development. Student data from this program will be used to determine effectiveness and growth of students.

**Long Term English Learners**

Long term English learners require more intensive services as they function well socially in English. In order to meet the needs of these learners, Aspire has created dashboards to make identification of long term English learners easier for teachers. A screen shot from our data portal is below.

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 study skills during Advisory
The School’s use of achievement data will also drive the instruction and professional development as it relates to English Learners. These systems include analysis for Long Term English Learners and reclassified students. The school will analyze the achievement data of each subgroup, and continue to assess the students through teacher-designed assessments and Aspire’s benchmark assessments. The results from the California Standards Test or Smarter Balance Assessment Consortium may also be reviewed with the Advisory School Council which would then have input into the plan for supporting English Learners. Services for English Learners will be revised based on internal and external student achievement measures.

**Ongoing Assessment of EL Students**

English Learners will 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 will be monitored on their mastery of the English Language Development Standards through classroom-based and Aspire internal assessments. CELDT/ELPAC results will be used as part of the analysis. 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.

**College Readiness Measures for English Learners**

College readiness at Aspire is measured by several different metrics:

- Completion of 15 credits at a community college
- Scoring *college ready* on the EAP
- Scoring *college ready* on the ACT or SAT

Although Advanced Placement classes are sometimes offered at the school, Aspire’s secondary schools are all Early College High Schools. Emphasis is placed on students accruing real college credits rather than hoping they will be granted through an AP test. All English Learners receive support to take these courses. High school teachers have pre-designated time to support ELs struggling with this requirement. Since college classes do not meet every day, Monday through Friday, the days when college classes are not held are designated for specialized support. A teacher would be available to support the student on unfamiliar vocabulary, writing instruction or whatever content the English Learner was not able to manage. Data for scoring college ready by every metric is disaggregated by subgroups including English Learners annually to identify any patterns or needs before the master schedule is created at our secondary schools.

**Monitoring and Evaluation of Program Effectiveness**

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

- Adhere to School-adopted academic benchmarks by language proficiency level
and years in program to determine adequate yearly progress.

- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

**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 on Fridays for professional development. At least two of these are devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners.

The implementation of these strategies is done through formal and informal lesson plan reviews and instructional observations. Teachers receive at least two informal and one formal observation based on the Aspire Instructional Rubric. This rubric specifically identifies the needs of subgroups such as English Learners be specifically addressed in lesson planning in indicators:

- 1.2A Designing and sequencing of learning opportunities
- 1.2B Creating cognitively engaging learning experiences for students
- 1.3A Lesson design guided by data
- 1.4 A Knowledge of subject matter to identify pre-requisite knowledge skills

Observations in the classroom require differentiation specifically listed in:

- 3.2A Executes lesson cycle
- 3.4A checking for understanding and adjusting instruction

Scores on these indicators inform a principal, Area Superintendent and teacher on their success in meeting the needs of English Learners and the strategies taught during professional development.

**Support for all students**

**Highly Qualified Teachers**

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core teachers and paraprofessionals will
meet the requirements of the Elementary and Secondary Education Act. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Aspire has a robust program for recruiting teachers who are aligned with our instructional program. The heart of this program is our Aspire Teacher Residency program. This program takes 20-30 students who have a Bachelor’s degree and provides a year-long training program in a mentor teacher’s classroom, classes and a Master’s degree from the University of the Pacific. In exchange the teacher commits to three years of teaching at an Aspire school. More traditional recruitment tools such as recruitment fairs, online advertising and bonuses for finding talented teachers are also used.

**Schoolwide Professional Development:**

Professional development is provided during the summer for all new teachers, every Friday (early dismissal) for the whole staff and 2-3 regional days. The school focuses on one or two goals for the year and provides professional development to reach that goal. Below is an example professional goal for the first year of the charter and the professional development schedule:

**Goal #1: Increase writing proficiency**

**Friday Professional Development Topics:**
- Providing feedback to students
- Effective management of the writing conference
- Planning for writing in all genres
- Using data to inform writing instruction

**Regional Professional Development Topics:**
- Teaching a new genre in writing – grade level specific
- Helping students assess their own writing

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>PD Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/15/14</td>
<td>Workshops</td>
<td>Edusoft, Bloomboard, Aesop, Teleparent, Parent Square</td>
</tr>
<tr>
<td>Week 2</td>
<td>8/22/14</td>
<td>Individual Planning Time</td>
<td>(New Teacher Training Follow-up, Principal PD)</td>
</tr>
<tr>
<td>Week 3</td>
<td>8/29/14</td>
<td>All Teacher: TCRP</td>
<td>Teachers Learn details about TCRP Observations for the year &amp; Purple Planet resources</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/5/14</td>
<td>Team Time</td>
<td>Principal PD, SPED Retreat</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/12/14</td>
<td>Individual Planning Time</td>
<td>Open House Preparations: Update Hallway Bulletin Boards</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>9/19/14</td>
<td>Team Time</td>
<td>Update student work in all classrooms</td>
</tr>
<tr>
<td>7</td>
<td>9/26/14</td>
<td>All Staff Equity Work</td>
<td>Math Performance Task Grading (Math team)</td>
</tr>
<tr>
<td>8</td>
<td>10/3/14</td>
<td>Team Time</td>
<td>Monthly PDs utilizing the National Equity Project curriculum, led by APA Equity Team members</td>
</tr>
<tr>
<td>9</td>
<td>10/10/14</td>
<td>Data Driver Training</td>
<td>Time set aside for content teams to collaborate, co-plan, and share best practices. Agendas determined by leads. Team time may include COI analysis time (30 mins) with Admin.</td>
</tr>
<tr>
<td>10</td>
<td>10/24/14</td>
<td>All Staff Equity work</td>
<td>Teachers learn tools for finding &amp; analyzing student data</td>
</tr>
<tr>
<td>11</td>
<td>10/31/14</td>
<td>Individual Planning Time</td>
<td>Monthly PDs utilizing the National Equity Project curriculum, led by APA Equity Team members</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(New Teacher Training Follow-up)</td>
</tr>
<tr>
<td>12</td>
<td>11/7/14</td>
<td>Team Time</td>
<td>Time set aside for content teams to collaborate, co-plan, and share best practices. Agendas determined by leads. Team time may include COI analysis time (30 mins) with Admin.</td>
</tr>
<tr>
<td>13</td>
<td>11/14/14</td>
<td>All Staff Equity Work</td>
<td>Monthly PDs utilizing the National Equity Project curriculum, led by APA Equity Team members</td>
</tr>
<tr>
<td>14</td>
<td>11/21/14</td>
<td>Individual Planning Time</td>
<td>(New Teacher Training Follow-up)</td>
</tr>
<tr>
<td>15</td>
<td>12/5/14</td>
<td>Team Building</td>
<td>Time set aside for content teams to collaborate, co-plan, and share best practices. Agendas determined by leads. Team time may include COI analysis time (30 mins) with Admin.</td>
</tr>
<tr>
<td>16</td>
<td>12/12/14</td>
<td>All Staff Equity Work</td>
<td>Monthly PDs utilizing the National Equity Project curriculum, led by APA Equity Team members</td>
</tr>
<tr>
<td>17</td>
<td>12/19/14</td>
<td>Team Time</td>
<td>Time set aside for content teams to collaborate, co-plan, and share best practices. Agendas determined by leads. Team time may include COI analysis time (30 mins) with Admin.</td>
</tr>
<tr>
<td>18</td>
<td>1/16/14</td>
<td>All Staff Writing Snapshot Scoring</td>
<td>All faculty and instructional staff help grade the Math Performance task assessments</td>
</tr>
</tbody>
</table>

**Personalized Learning Plans**

The Charter School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student’s learning style and objectives; all parties may then act based on that understanding. During Student-Led Conferences, the teacher, parent and student will discuss the student’s learning strengths and weaknesses, and set goals for the next semester. By working closely with each student and family to develop an
appropriate PLP, The Charter School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by The Charter School through its system of instruction and support, including in-school, after-school, specialized classroom instruction, or positive behavior supports. Aspire’s high standards for learning, comprehensive interventions, and rigorous caring provided to all students can be personalized in the PLP. In addition to other supports, the PLP guides The Charter School in providing appropriate general education strategies to ensure the progress of students with unique learning needs, including students eligible for Special Education service, others served by 504 plans as required by law, English Learners, Homeless or Foster Youth, and students achieving substantially above or below grade level expectation.

**STUDENTS ACHIEVING BELOW GRADE LEVEL**

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

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Criteria For Additional Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA CCSS Assessment – ELA or Math</td>
<td>Far Below Basic, Below Basic, Basic</td>
</tr>
<tr>
<td>DRA</td>
<td>Not at grade level</td>
</tr>
<tr>
<td>Parent Recommendation</td>
<td>Any</td>
</tr>
<tr>
<td>Teacher Recommendation</td>
<td>Any</td>
</tr>
</tbody>
</table>

Aspire utilizes the Response to Intervention framework (RtI) of tiered intervention to ensure that students below grade level, or students achieving below expected levels of performance, receive additional instruction or intervention to ensure progress towards expected levels. Through the systematic RtI process, schools are universal in assessing students’ academic, behavioral and socio-emotional development needs, and proactive in providing students with appropriate timely, targeted and effective research-based interventions. Systematic progress monitoring of results of
instruction or intervention guides decision-making about the intervention’s success and student’s next step.

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

**Socio-Economically Disadvantaged / Low-Income Students**

The school seeks to serve students who are socio-economically disadvantaged and low income, so the school was designed to create small communities where students are known well. By having a small school and small classes (Pacific: add advisory), our students and their individual needs are known well.

As a subgroup of students, our data portal breaks down almost all reports on attendance, assessments, and behavior data by this subgroup in order for us to monitor these students progress. A screenshot of just one assessment is below:

![Graphs and charts showing data breakdowns for different categories such as gender, socioeconomic status, special education, English language fluency, and ethnic group.](image)

The needs of individual students or groups of these students would be identified and discussed at grade level Cycles of Inquiry and the school-wide RtI team. The RtI lead or
the classroom teacher would be responsible for making sure supports were implemented. Supports would include:

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

**Gifted and Talented Students and Students Achieving Above Grade Level**

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

Beginning in the 2015-16 school year, middle school students at the Charter School who are identified for the Gifted and Talented Education (GATE) program as accelerated learners will participate in additional projects, activities, field trips, and academic opportunities, both within and outside of the regular school day and year. For high school grades, the Charter School has the expectation that all students’ intellectual and academic needs will be addressed within the instructional program, which includes enrichment and AP classes.

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

Students in grades 6-12 achieving above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities.

**Students 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.

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

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

  All Students enrolled as of December 1 of each school year

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

- **Dropout (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

**SUPPORT FOR STUDENTS WITH DISABILITIES**
Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education.
(“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by The Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

**Services for Students under the IDEA**

Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

Aspire is committed to serving all students in their least restrictive environment to support their academic, social and post-secondary success. The Charter School has a well-regarded special education program, staffed with full-time special education staff, including Special Education Teachers, School Psychologists, Speech and Language Pathologists and Occupational Therapists. The Charter School’s leaders and special education staff work to build strong relationships with parents and community leaders, including special needs advocates. In our collaboration with families, we describe our program and meet with families to encourage them to enroll their children with individualized education plans. Aspire’s Special Education program enables the Charter School to ensure that all of its students with disabilities meet LAUSD’s target of 80% of time mainstreamed in a general education classroom.

Aspire’s education program is characterized by inclusive systems which will support students with special education needs. The decisions regarding specialized academic services each student will receive are the responsibility of the Individualized Education Team, which includes the involvement of parents in decision-making and developing the written Individualized Education Plan (IEP).

In the IEP process, general education teachers, specialists, students, and parents work together to share information and create the Individualized Education Plan that addresses the student’s unique learning needs and specific requirements related to a student’s disability. The IEP may include specialized academic instruction, classroom accommodations for a student or specific supports which will enable a student to progress towards learning or behavioral goals in the least restrictive environment.
The professional development of all Aspire teachers focuses on differentiating the curriculum, employing varied instructional strategies, and utilizing technologies or other resources to ensure that each and every child in the classroom has access to learning, regardless of disability or need. Multiple measures assess student’s progress towards their IEP goals, grade level outcomes based on the CA CCSS, or Aspire College Readiness outcomes.

Post-Secondary Transition planning assessments and activities will be aligned with The Charter School’s College Guidance activities to ensure successful transition to college, other continued learning, as well as to develop the life and job skills that will lead to meaningful work and independence.

Aspire’s educational program includes systems of intervention, including After School Program, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional supports for all students, including EL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

- Smarter Balance Assessment Consortium assessments
- CAHSEE
- CELDT
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

The identification process for students who would be eligible for special education services under IDEA begins when students have been accepted through the enrollment lottery and enrolled in The Charter School. Through the process of “Child Find,” each school fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education. The Student Success Team serves parents, students and staff to address student needs and to initiate the referral process, if appropriate, for special education or other services.

Specialized Academic Instruction and Designated Instructional Services will be provided to students as determined in their Individual Education Plan. To support inclusive classroom practices, flexible learning options or environments, such as a Learning Center, will be provided for students with specific accommodations or modifications to their learning program as determined in their IEP. These options will also serve general education students with intensive academic or behavioral support needs as determined through the charter school’s Response to Intervention system.

A comprehensive Aspire Special Education Professional Development plan shall be developed with site team input to provide ongoing learning opportunities and support to special education staff, and build the capacity of the site team in meeting
compliance with state and federal statutes and reporting requirements. Professional development will be provided about promising practices that support the specialized learning needs of students with disabilities in the least restrictive environment, including: universal design for learning, models of collaboration and the unique needs of the secondary learner, including post-secondary transition. Each staff member’s Professional Learning Plan (PLP) will reflect our Aspire shared responsibility for student progress and site special education needs, as well as differentiated opportunities to address individual professional development needs, including the opportunity to participate in the Aspire Induction Program for the Education Specialist Credential. Professional development opportunities will include those offered in collaboration with other Aspire schools and other organizations with researched based practices that support students with disabilities.

**STUDENTS IN OTHER SUBGROUPS**

The Charter School takes the following steps to serve Foster Youth:

- Either at registration (or at other times throughout the year), Foster Parents inform the Office Manager of the child’s foster status.
- The Office Manager has been trained to correctly input the student’s foster status into PowerSchool under primary residence (also where we track homelessness), as well as a guardian alert.
- Each region has an assigned Foster Student Liaison (the Regional Student Support Coordinator), who supports schools (typically the counselor) with their support of foster students.
- Through that support, Aspire meets the needs of each student individually (transportation, uniforms, etc.).

**A TYPICAL DAY**

At 7:45am, you arrive at your school and eat breakfast. You then go meet with your physics teacher to get some help on a difficult problem on last night’s homework.

At 8:10am, the bell rings and you head to class for “Rest Time” (Transcendental Meditation) to start the day. You begin thinking about what community college classes you’ll take next semester to strengthen your college application.

When Rest Time is over, you are happy to see a math “Do Now” on the white board. You immediately begin solving the review problem and the word problem while the teacher collects homework and takes attendance. After you finish, you review the College Objectives on the board to see what you will be learning today to help you succeed in college.

It is time for your favorite subject – geometry. After reviewing the Do Now from the morning, the teacher puts a problem on the board. Your group has worked together before, so there is not much disagreement. When the group gets stuck, the teacher
comes over and completes a similar problem on the white board. The group then solves the problem and comes out with the same answer. Each group justifies its answer. The double block of learning time allows you and your classmates to wrestle with learning topics before the teacher tells you what to do. Problem-solving, group thinking exercises and discovery based learning are essential aspects to your day.

At 10:21, you go to your second class of the day - Spanish 1. After some quick practice with the teacher on subject-verb agreement, you then work quickly through your independent practice. After you have checked your answers, you pull out your writing folder and start working on your research paper in Spanish. When you get stuck on how to organize your notes, you sign up for a conference with the teacher.

At 12:15pm, you eat lunch with your friends and head off to ASB, one of the many activities and organizations offered to students. The group decides on the next community service project to complete.

Class resumes at 1:23 with our afternoon Rest Time. I really enjoy this time to re-focus for the rest of the school day.

Your English Language Arts class starts at 1:40. You move to class and immediately meet with your study group of students who are reading the same leveled book as you, *Brave New World*. Today the teacher is asking for evidence that the main character made the right decision. You scour the text and politely disagree with someone in your group as your quote contradicts her opinion. Once you have received your next assignment, you move onto the computers. You sign in and continue working on a small research paper online. You scroll through a number of online references as you look for reliable sources and learn how to properly cite a website. At 2:20pm, you begin your one-on-one conference meeting with your English teacher. Her help in organizing your notes and pointing for specific places to include evidence is helpful.

At 3:30, you pack up your backpack and walk to After School Tutoring for some extra help in physics. After eating a snack, you begin working with your tutor. When you both get stuck, you get permission to walk back to your classroom and ask the teacher.

At 5:00, 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

Element 3: Methods by which Pupil Progress Toward Outcomes will be Measured

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

- California Education Code Section 47605(b) (5) (B)

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

- California Education Code Section 47605(b) (5) (C)

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

To establish a foundation for success, Aspire ensures students will:

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

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

- **Life Skills**: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.4

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4 Based on important workplace skills as determined by the U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS), Learning a Living: A Blueprint for High Performance. April, 1992.
Aspire sets high standards for all students, based on CA CCSS, Newmann’s Standards for Authentic Instruction and Assessment, and the Secretary’s Commission on Achieving Necessary Skills (SCANS). In addition, each student has a Personal Learning Plan (PLP), developed in collaboration with his/her teacher and parent(s) that outlines the student’s specific learning goals each semester. Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, Aspire shall demonstrate student mastery of state standards.

Aspire’s academic program is CA CCSS-based and data driven. The California Common Core State Standards, Next Generation Science Standards and multiple sources of data form the basis of the Charter School’s teachings. Performance assessments will be evaluated with the use of common benchmarks and rubrics and will be analyzed on a regular basis to help drive the Charter School’s educational program. The rubrics will be used to inform students and parents about the standards for student work. Both teachers and students will use the rubric to score the work and make improvements. Rubrics used throughout the year will show growth over time.
OUTCOMES AND METHODS OF MEASUREMENT ALIGNED TO STATE PRIORITIES

Please see Element 1 for the outcomes and methods of measurement aligned to state priorities. This is captured in the “Annual Goals and Actions in the State Priorities” section.
COLLECTING, ANALYZING, AND REPORTING DATA

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

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire’s education program;

- The Principal and other administrators will receive data on The Charter School’s student achievement, attendance, and discipline using Aspire’s Admin Data Portal and Principal Operational Dashboard;

- Parents and guardians will receive data on student achievement when they meet with their child’s teacher to develop, modify, or review their child’s PLP; and

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

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

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

Annually, the status of The Charter School will be reported using a School Health Dashboard. This tool allows Aspire’s Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- Student achievement: Academic Performance Index, course grades, behavior, and internal benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

Aspire uses many in-house assessments which inform daily instruction. Aspire utilizes three assessments in particular to provide benchmarks of a student’s progress.
towards meeting the California Common Core State Standards in reading, writing, and math.

**Reading Assessment**

In grades 6-8, the Developmental Reading Assessment (DRA) is used to benchmark students reading achievement at least three times a year. This assessment tool measures students’ independent reading level and instructional path to help teachers guide students to the next reading level. It not only allows a teacher to listen for decoding, fluency and strategies, it also allows a teacher to measure comprehension. The DRA levels span from 1 to 70 to show incremental reading growth. Aspire has set benchmarks for every grade level. These benchmarks align with the CA CCSS reading levels. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

**Aspire Writing Assessment**

Two times a year every student in The Charter School takes a writing assessment. The prompts change and are aligned with the genres specific to the CA 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 CA CCSS standards. Benchmarks are set for every grade level. These scores are analyzed two times a year.

**Aspire Math Assessment**

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

**Measurable Goals of the Educational Program**

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

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


**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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.

Test results for the prior year, if not provided directly to the District by the State, will be provided by The Charter School to the District no later than September 1 of each year.

**External Reporting**

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

**Grading, Progress Reporting, and Promotion/Retention**

- **Grading Policy:**

  Students earn grades based on established performance levels as described in the below table. In pursuit of our college for certain mission, students do not earn high school credits for any course in which they receive less than a C-. When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

  Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the Director of Secondary. 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 school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SIS CUTOFF VALUE</th>
<th>4.0 POINT SCALE UNWEIGHTED</th>
<th>5.0 POINT SCALE WEIGHTED</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97</td>
<td>4.00</td>
<td>5.00</td>
<td>● Demonstrates exceptional progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.</td>
</tr>
<tr>
<td>A</td>
<td>93</td>
<td>4.00</td>
<td>5.00</td>
<td>● Produces notably superior work and receives consistently high marks on class tests.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Does all assigned work plus additional work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Shows superior ability to learn facts, principles, and skills; applies them to new situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Demonstrates creativity and originality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Assumes active, alert leadership in learning activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject.</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>3.70</td>
<td>4.70</td>
<td>● Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests.</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>3.30</td>
<td>4.30</td>
<td>● Does all assigned work plus some additional work.</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>3.00</td>
<td>4.00</td>
<td>● Shows above average ability to learn and apply facts, principles, and skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Does some independent work, showing initiative and originality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Assumes active, alert role of follower, and shows some leadership in learning activities.</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td>2.30</td>
<td>3.30</td>
<td>● Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests.</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>2.00</td>
<td>3.00</td>
<td>● Does assigned work, and usually makes up work missed.</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>1.70</td>
<td>2.70</td>
<td>● Shows average ability to learn and apply facts, principals, and skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Shows average ability in critical thinking, and some originality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Follows class activities and makes some contribution.</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
<td></td>
<td></td>
<td>● The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
<td></td>
<td></td>
<td>● Shows below average growth in understanding of the subject.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Receives consistently below-average marks on tests.</td>
</tr>
</tbody>
</table>
• Type and Frequency of Progress Reporting:

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

• Promotion/Retention Policy and Procedures:

Retention Policy: Students not meeting the following criteria will be recommended for retention in their current grade based on their proficiency in core subjects in accordance with State Board of Education (SBE) requirements:

(Grades 3-6) Students that fail to achieve the minimal level of proficiency (PROFICIENT) in accordance with SBE Section 60648 on the CAT6 (California Achievement Test, version 6) and/or CST (California Standards Test) in Mathematics or Reading and Language Arts (or equivalent on future required state tests)

(or)

Any student who is more than one year behind grade level (as determined by a Far Below Basic or Below Basic score on the child’s report card) in Mathematics or Reading and Language Arts (or equivalent on future required state tests).

(or)

(Grades K-2) Any student who is not at benchmark based on 1) Developmental Reading Assessment or 2) Math benchmark assessments or 3) Aspire reading benchmark assessment or 4) report card grades.

Kindergarten students will be retained only if the teacher and parent are in agreement that retention is the best intervention to insure student success.

An identified student that is performing below the minimum standard for promotion shall be retained in their current grade unless the student’s teacher determines in writing that retention is not the appropriate intervention for the
Aspire’s academic deficiencies. The teacher’s recommendation to promote is contingent upon a detailed plan to correct deficiencies.

**Procedures for Retention**
The following steps will take place prior to a student being retained:

1. Letter to parents informing the parents that their child is at risk of retention.
2. The teacher’s evaluation shall be 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 is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent.
3. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally inform the student’s parents or guardian of the principal’s decision regarding the retention.
4. The parents or guardians shall have the right to appeal the decision to retain to the Chief Academic Officer of Aspire Public Schools. If the decision of the Chief Academic Officer is not in agreement with the parents/guardians, the parents have the right to appeal directly to the Aspire Public Schools Chief Executive Officer.
Element 4: Governance

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*

- *California Education Code Section 47605(b) (5) (D)*

**ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS**

The Charter School is an independent charter school governed by the Aspire Board of Directors. Aspire is a California, nonprofit, public benefit corporation.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California’s Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board’s articles of incorporation, by-laws, and conflict of interest policy are attached in Tab 3.

**GENERAL PROVISIONS**

As an independent charter school, the 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 comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Aspire’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

The 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.

The District reserves the right to appoint a single representative to the Aspire Board of Directors pursuant to Education Code section 47604(b).
The Charter School shall post all governing board meeting minutes and bylaws on the Charter School’s public website (http://aspirepublicschools.org/about/accountability/), in accordance with the Brown Act.

Aspire complies with all applicable federal, state and local laws applicable to its operation. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers’ compensation and unemployment insurance policies.

The Aspire Board of Directors currently consists of a maximum of 11 regular members plus one seat for every sponsoring authority. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive Committee can set policies related to staff hiring, benefits and compensation, 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 has delegated limited approval authority to an Executive Committee, currently consisting of 3 Board members, that handles all school-related matters, such as expulsions, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee meets almost monthly and is subject to Brown Act. In addition, a Finance Committee has been formed as an advisory board, consisting of 3-4 Board members, that provides more detailed oversight and guidance on Aspire’s financial sustainability. This Committee meets almost monthly.

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

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

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

**Step 1:** Solicit nominations and compile names  
**Step 2:** Initial meeting with nominating Board member  
**Step 3:** Nominator reports back to the Board  
**Step 4:** Prospective member meets with CEO, other Board members and staff  
**Step 5:** Visit schools and attend Board meeting(s)  
**Step 6:** Final meeting with CEO or nominator

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed six years. There is no minimum term, but during the recruiting process, we look for candidates that can
make the full term commitment. All Board meetings are noticed and held in compliance with the provisions of the Brown Act. To ensure compliance with Brown Act, agendas for regularly scheduled Board meetings are posted at least 72 hours in advance. We also post the location of the meetings and the locations of teleconference options. 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. If a Board member has a conflict of interest with regards to a decision or action being asked of the Board, the Board member is required to state the conflict and abstain from the discussion and vote. The Board member must then leave the room for discussion and vote. If a Board member abstains in Closed session, the abstention is noted in the report out and captured in minutes. Both of these procedures are Brown Act compliant. Participation through teleconference is permitted and in accordance with the Brown Act. Teleconference information and any available locations are posted on all meeting agendas.

There are three broad categories that define what characteristics Aspire looks for in prospective Board members. These categories are important areas that are considered when recruiting, interviewing, and selecting new Board members:

**Skill Set** – All Board members must have expertise in an area that is valuable to Aspire’s operations, especially where there are gaps in the board skill set.

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

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

Aspire’s comprehensive organization chart is below:

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

- **Chief Academic Officer (CAO)** – The CAO is ultimately responsible for ensuring the quality of Aspire’s education program across all regions. The CAO provides direct support to the Area Superintendents and principals. The CAO also oversees educator professional development, data and assessment, curriculum development, and student supports and services.

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

- **Chief People Officer (CPO)** – The CPO oversees the Human Resources and Talent teams and supports the teacher and principal residency programs and recruiting for all positions at Aspire.
- **Vice President of Operations** – The VP of Operations is responsible for managing internal operations, strategy and growth, technology operations, process improvement and data visualization, and supports the Senior Leadership Team,

- **Vice President of Advancement** - The VP of Advancement develops and supports the fundraising program for the organization. This position focuses on ensuring that Aspire’s fundraising needs are met.

- **Vice President of Finance** - The VP of Finance reports to the CFO and oversees the accounting team, financial analysts who support the principals, the financial audits, payroll, grants management, etc.

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

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

There will be a teleconference line and video broadcast available in a conference room at Aspire Junior Collegiate Academy (JCA) located at 6724 Alameda Street in Huntington Park, CA. The exact location for each meeting will be posted on the Board agendas. If available, an Aspire staff member can be present to assist any parents who would like to participate via phone or video broadcast. The Board Meeting teleconference number will be posted on all Board agendas. The Brown Act will be followed with regard to teleconferencing, in that all teleconferencing information is on the posted agendas and an agenda is posted at each teleconference location.

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

The Board agendas, meeting times, and locations are posted 72 hours in advance of a regularly scheduled meeting on our website and at the specific locations, in accordance with the Brown Act. Local stakeholders will have access to Board of Directors meetings pursuant to the procedures in place designed to comply with the Brown Act.

Board meetings are typically held at the principal office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606 and is subject to change. Regular Board meetings are typically held 5 times per year. Executive Board meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act. Special and Emergency Board meetings can be called when needed according to Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act.

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the Charter School shares local control with an Advisory School Council (“ASC”), which consists of family and school representatives. The representatives are made up of at least one parent representative from each grade and various school staff, including one teacher representative, a parent coordinator, and the Principal. All members serve for a one-year term. The Committee meets on the second Monday of each month and involves parents in both academic and non-academic activities to help establish a solid relationship between home and school.

The Principal and selected school staff to discuss school needs, policies, and how they can help with fundraising and upcoming school events. The Committee has the power to make recommendations about issues related to the Charter School about curriculum, schedule, policies, etc., and participates in reviewing family and community concerns. The Principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire’s Board of Directors oversees issues related to Aspire schools in general, while the ASC focuses on the individual school’s needs.
ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT

1. Families, students and teachers meet at least twice a year to plan and assess the students’ learning progress and determine goals.

2. Exhibition panels – Families may sit on panels to judge student work.

3. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.

4. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.

5. 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.

6. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.

7. Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

8. Aspire Board of Directors meetings – Families and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

ADDRESSING FAMILY CONCERNS AND COMPLAINTS

Aspire is committed to working with families to address family concerns and complaints. Families will be encouraged to share their ideas and concerns with The Charter School and Aspire throughout The Charter School year.

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form that was approved by the Board on September 4, 2013. Finally, Aspire is committed to
providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Discrimination and Harassment Policy and Complaint Procedure.

**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 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 which 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, if any, 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 all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq.”


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.
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 Ed. Code section 47604.33.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it 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 and accurate contact information for the school, 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside 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.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
**Element 5: Employee Qualifications**

The qualifications to be met by individuals to be employed by the school.

*California Education Code Section 47605(b) (5) (E)*

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct background checks on employee candidates to provide for the health and safety of the Charter School’s faculty, staff, and pupils and the academic success of the pupils. Aspire’s Human Resources department, along with the Chief People Officer, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, the Charter School may choose not to require credentials for teachers in noncore, noncollege-prep courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined in this charter.

**Equal Employment Opportunity**

The 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/NCLB and Credentialing Requirements**

The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter...
public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Chief Executive Officer**

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

Aspire does not have a set of specific required background knowledge and qualifications for the CEO.

**Chief Academic Officer**

The Chief Academic Officer is responsible for promoting and sustaining exceptional academic achievement and positive school cultures at all Aspire Public Schools schools and for ensuring that Aspire’s standards of excellence are maintained. The CAO leads a diverse team of talented, dynamic educators to succeed in their roles. The CAO supervises our Area Superintendents and is responsible for developing their leadership skills to advance school and regional objectives, and to effectively lead students, parents, teachers, and the community towards a shared vision to prepare our students for success in college and in life.

*Required knowledge, skills, and abilities:*

- Strong management skills, with the ability to motivate and develop a diverse group of leaders
- Maintains composure, working constructively under pressure; responds resourcefully to change and ambiguity; conveys an openness and desire for learning; exudes humility and self-awareness.
- Applies broad knowledge and seasoned experience when addressing complex issues; defines strategic issues clearly despite ambiguity; takes all critical information into account when making decisions; makes timely, tough decisions; brings issues with sound recommendations.
- Unquestioned integrity and commitment to Aspire Public Schools’ mission and values
- Capability to effectively build, develop and maintain strong relationships with school leaders, staff, teachers, parents, students, Board members, and community stakeholders
- Thorough understanding of Common Core State Standards, and California charter school laws and regulations preferred
- Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
- Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
- Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
- Excellent written, verbal communication, and presentation skills with keen attention to detail

**Required educational level:**
- MBA or master’s degree in an education related field, or a Bachelors’ with equivalent work experience.

**Required experience:**
- Demonstrated success leading a high-performing school closing the achievement gap
- A track record of leading, motivating and developing a high performing team in diverse functions while contributing as an integral member of an executive staff.

**LOS ANGELES AREA SUPERINTENDENT**

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

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

**Required 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
PRINCIPAL QUALIFICATIONS

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

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

Required educational level:
- Bachelors degree
- Masters or Ph.D. in Education preferred
- NCLB Highly Qualified preferred

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

OFFICE MANAGER QUALIFICATIONS

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

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

Required educational level:
- A.A. degree or equivalent work experience

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

Teacher Qualifications

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

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

In addition, teachers of core, college preparatory courses at Aspire Pacific Academy will be required to hold a California Commission on Teacher Credentialing (CCTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or permit from the CCTC. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.

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

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

The Principal will be in charge of making School hiring decisions and may have the opportunity to work with other staff and community members in making these decisions. Teachers are always interviewed by the Principal first and then if they are asked to move on, they will be interviewed by the lead teacher team. If there is opening for a lead teacher, community members with a presence at the school may also be involved. The Charter School may utilize a hiring team that includes some or all of the following individuals:

- **Principal**: Chairs the hiring committee and makes all final decisions on hiring for The Charter School.

- **Office Manager**: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates’ paperwork to Aspire’s Home Office.

- **Teachers**: Actively participate in evaluating candidates through interview and demonstration lesson observation.

- **Parents**: Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

**Other Jobs at the School**

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

**Assistant Principal**

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

**Required educational level:**
• Bachelor’s Degree required; Masters or Ph.D. in Education preferred
• Administrative Credential preferred
• NCLB Highly Qualified preferred

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

**Essential Duties and Responsibilities**
• Provide Instructional Leadership for the school site, including
  o Maintaining school-wide focus on high standards of student achievement
  o Maintaining curriculum standards
  o Modeling Aspire instructional guidelines
  o Managing process for analyzing data to increase student achievement, supporting New Teachers through Induction
• Assist in manage human resources, including
  o Attracting and selecting top performers
  o Coaching and providing professional development opportunities
  o Developing collaborative team culture
  o Adhering to company policy and state/federal employment laws
  o Consulting with Human Resources as appropriate
• Assist in manage all resources at school site and/or manage specified grant or categorical funds, including
  o Setting and maintaining a balanced budget
  o Adhering to restrictions and reporting requirements of funds
  o Planning for future needs
  o Adhering to company policy and protocols for sound fiscal management
• Represent the school site in building an effective school community, including
  o Working with parents to better serve students
  o Garnering support from community groups and leaders
  o Developing positive relationships with sponsoring district and neighborhood schools
• Assist in managing daily operations, facilities, safety, and administrative processes
  o Addressing issues and problems that arise in a principle-centered, creative, thoughtful and constructive way
  o Following-up with constituents as needed
Seeking outside support as appropriate

- Lead projects as discussed with principal, including
  - Long-term strategic planning, process improvement, cycle of inquiry-driven instructional improvements, operational improvement, charter renewal, or any other projects required at the school site.
- Work in collaboration with other Principals and Home Office to achieve site and organizational goals
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Performs other related duties as required and assigned

**DEAN OF STUDENTS**

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

- Demonstrated commitment to students and learning
- Experience with leadership, including demonstrated strength in culture-building and leading peers
- Experience with management and administration, including demonstrated knowledge of Aspire procedures and policies related to students
- 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
- Computer and Internet search skills

**Required educational level:**

- Bachelor’s degree; Masters in education preferred

**Required Experience**

- 5+ years teaching or school administrative experience

**Essential Duties and Responsibilities**

- Provide leadership in developing a strong College for Certain culture, including: overseeing school norms and rituals such as Town Halls; developing student mediation and conflict resolution programs; and assisting Principal with setting, implementing and enforcing policies related to student discipline.
- Oversee activities related to student life, including coordinating athletics and extracurricular activities; overseeing school student-sponsored events such as dances and fund-raisers; managing school relationships with outside entities providing student before and after-school activities; assisting Principal with
setting, implementing and enforcing Aspire policies related to student participation in athletics and extracurricular activities

- Support educators and other staff to ensure administration of academic programs is professional and in compliance with any applicable regulations, including: support office staff and teachers on delivery of report cards; oversee administration of CST, CAHSEE, CELDT and other state or Aspire-required assessments; coordinate with Special Education service providers and classroom teachers to ensure student IEPs are being met

- Serve as liaison between school and family in matters related to enrollment and attendance, including: working with families in cases of excessive tardies and absences; supporting Principal with student recruiting activities; and advising students and families about placement

- Help Principal represent the school site in building an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools

- Oversees budget related to student life, including ensuring revenues and expenditures for Student Body Accounts, are properly approved in compliance with CA Education code and audit standards

- Assist in managing selected academic programs as assigned. May coordinate or manage site-specific activities of site or Home Office staff, such as College Admissions Manager, Advisors, and Internship Coordinator.

- Assist in managing daily operations, facilities, safety, and administrative processes as assigned. May supervise other school site staff, such as campus supervisors or front office team

- Lead projects as discussed with principal, including long-term strategic planning, process improvement, cycle of inquiry-driven instructional improvements, operational improvement, charter renewal, or any other projects required at the school site.

- Work in collaboration with Principal and Home Office to achieve site and organizational goals.

- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

- Performs other related duties as required and assigned.

**BUILDING MANAGER**

*Required knowledge, skills, and abilities:*

- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to guide and support facility staff
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
• Ability to maintain simple records
• Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
• Ability to interact appropriately with children of different ages

Required educational level:
• None

Required Experience
• 1-3 years of janitorial experience preferred but not required

Essential Duties and Responsibilities
• Oversees and supports the Assistant Building Manager
• Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
• Set up and clean dining area before, between, and during breakfast and/or lunch periods
• Respond to emergency cleanups during the day, such as clogged drains and spills
• Perform minor routine maintenance, including touch-up painting, replacing lights, etc.
• Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
• Coordinate and manage night cleaning service and contractors to ensure building and grounds are well-cleaned and maintained, and a regular schedule of major cleaning is kept (e.g. polishing floors, steam cleaning carpets, etc.)
• Order cleaning and building supplies
• Set up and arrange furniture for assemblies, meetings and special events
• May be responsible for locking and unlocking doors, windows and gates, and turning security system on/off
• Identify any major security or safety hazards and major repair needs
• Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
• Perform other related duties as required and assigned

After School Educator

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

Required educational level:
• Associate’s degree or 48 units of college credit

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

Essential Duties and Responsibilities
• Maintains a safe and effective environment for academic instruction and/or enrichment activities
  o Effectively manages student classroom behavior to ensure all students are fully engaged in learning
  o Complies with all safety and other regulatory and/or funder requirements
• Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
  o Under the guidance of the Afterschool Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
  o Collaborates with other afterschool staff, school day teachers and outside service providers to identify unique student needs, diagnose and address learning challenges, and share information about student progress
  o As needed, provides whole class, small group and individualized instruction to students
• Creates an environment of high expectations for learning, student behavior and staff professionalism
  o Fosters a program culture of high expectations that includes college preparation for all students
  o Collaborates with Aspire team members to shares best practices and improve own and others’ instructional skills, including actively participating in professional development, training and coaching opportunities
  o Supports regular communications with parents/families to engage them in the afterschool program to help support student success
• Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures
• Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
• Performs other related duties as required and assigned
ACADEMIC COUNSELOR

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

Required educational level:
- Bachelor’s Degree required; Master’s Degree in Counseling preferred
- Pupil Personnel Services Credential

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

Essential Duties and Responsibilities
- Develop and maintain a written plan for effective delivery of the school counseling program to include services offered by the Social and Emotional Counselor and the Director of College Admissions.
- Assist all students, individually or in groups, with developing academic, career and personal goals and plans
- Accurately and appropriately prepare and interpret student data
- Collaborate with parents/guardians and educators to assist students with their academic pathway
- Implement an effective referral, tracking and follow-up process that incorporates all school counseling services
- Accurately and appropriately use assessment procedures for determining and structuring individual and group counseling services
- Develop and maintain a calendar of activities that include school wide counseling services
- Provide appropriate information and training to staff related to the comprehensive school counseling program
- Assist teachers, parents/guardians and other stakeholders in interpreting and understanding student data
- Assist students and parents in determining the academic program that best suits the student’s continued success in meeting graduation requirements
- Use available technology resources to enhance the school counseling program
- Adhere to laws, Aspire policies, procedures and ethical standards of the school counseling profession
- Conduct a yearly program audit to review the extent of the counseling program implementation
- Collect and analyze data to guide program direction and emphasis
- Measure results of the school counseling program activities and shares results as appropriate
- Monitor student academic performance, behavior and attendance and assists the school administration with appropriate interventions
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

COUNSELOR

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 MSW level interns/PPS Interns
  - Supervise additional MSW level employees pursuing their clinical licensure in CA

Required educational level:
- Master’s Degree in Counseling/Social Work or related discipline

Required Experience
- PPS Credential or Eligibility for PPS Credential

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

Collaborate with school on universal interventions for students such as peer mediation, conflict mediation, etc.

Foster healthy families through community and school programming, including, but not limited to: parent education and community service

Create and maintain relationships with outside agencies to help foster better learning and support for the students of Aspire and their families

Provide crisis counseling and referrals for students as needed

Consistently and routinely update case files for students under their care

Continually improve social work skills by seeking our constructive feedback and professional development opportunities

Exhibit positive rapport with students

Possess a thorough understanding of and abide by the NASW Code of Ethics

Create positive and consistent communication with Aspire staff and administration about social work goals and processes

Attend all staff meetings

Attend IEP and inter-departmental meetings for students receiving counseling services

Supervise counseling trainees/interns as necessary

Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior

Perform other related duties as required and assigned

**EDUCATION SPECIALIST MILD/MODERATE**

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

- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students’ IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Special Education Experience
- Ability to work independently as a self-starter in a new organization
- Ability to excel as a member of a team
- Ability to work with an ethnically and economically diverse student body
Required educational level:
- CA Special Education Teaching Credential (Mild/Moderate Education Specialist) required
- NCLB Highly Qualified required
- Bachelor’s Degree required; Master’s Degree preferred

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

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

School Psychologist

Required knowledge, skills, and abilities:
- Demonstrated commitment to students and learning
- Experience with students grades K-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
Spanish bilingual preferred, but not required

Required educational level:
- Bachelor’s degree; Master’s in education preferred
- Pupil Personnel Services Credential

Required Experience
- Pupil Personnel Services Credential
- School Psychologist Intern also acceptable

Essential Duties and Responsibilities
- Provide individual and group services to children that emphasize improved educational performance and/or conduct
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around RtI implementation, Student Study Team meetings, and Aspire wide Crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; submit records, reports, and assignments promptly and efficiently
- Supervise Psychology interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned
PROFESSIONAL DEVELOPMENT

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1 week of training and four follow-up 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. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction. Teachers also receive ongoing PD that takes place weekly on minimum days. Weekly PDs are based on the specific needs of the Charter School. The topics are determined by the principal with input from the lead teachers. They may be led by the principal, a lead teacher, an outside expert, or an instructional coach.

In addition, Aspire conducts several school-year workshops in specific areas. The Charter School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced “lead teacher” who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Charter School’s and individual students’ learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, and conduct experience-based group sessions (e.g. New Teacher Support Program). Teachers are observed a minimum of four times a year by their School Principal or a designee according to the Aspire Instructional Rubric which is based on the Danielson Framework for Teaching.5

5 The Framework for Teaching, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The Framework for Teaching is a validated instrument; that is, studies have shown that teachers who receive higher ratings on their evaluation produce greater gains in student test scores.
Element 6: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

- California Education Code Section 47605(b) (5) (F)

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

Health, Safety and Emergency Plan

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and bloodborne pathogens awareness, 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 Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice
confirmation of Custodian of Records status for each Custodian of Records. (See Ed Code § 45125.1 et seq).

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**

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

**PROCEDURES FOR BACKGROUND CHECKS**

Employees and contractors of Aspire Public Schools will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Aspire’s Human Resources department, along with the Chief People Officer, shall monitor compliance with this policy. Aspire’s Employee Services Manager and HR Generalists serve as the Custodian of Record on file with the State of California. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS**

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

**MEDICATION IN SCHOOL**

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

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

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

**EMERGENCY PREPAREDNESS**

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

**BLOOD BORNE PATHOGENS**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT**

The Charter School shall function as a drug, alcohol and tobacco free workplace. The Charter School promotes a healthy, drug/alcohol/tobacco free environment in many ways. For example, the Charter School includes lessons during Advisory to teach and reinforce healthy proactive strategies to a healthy lifestyle, including to owning your emotions, standing up for yourself, asking for help, and advocating for yourself.
Element 7: Means to Achieve Racial & Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of school district to which the charter petition is submitted.

- California Education Code Section 47605(b) (5) (G)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary 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. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Aspire will strive to ensure that the student population of The Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. Aspire will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan on an annual basis, to try to achieve a racially and ethnically diverse student population. These strategies will include, but are not limited to:

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process (see Element 8 for the enrollment timeline),
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, and other leadership organizations.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public
service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school’s curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

The Charter School is committed to ensuring that all students and families involved with our outreach and process are made to feel welcome and respected. The geographic area surrounding the school site in Huntington Park will be targeted in outreach efforts. The demographics for the 90255 Zip code indicate that the community is 97.2% Latino, 1.6% White, .30% Black or African American, 0.10% American Indian and Alaska Native, 0.50% Asian, 0.10% Other Race, and 0.10% Two or More Races. Aspire Pacific Academy is committed to upholding the District’s ethnic balance goal, and the school’s outreach and recruitment efforts described above will support this.

**PLAN TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC BALANCE**

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

**A. Benchmarks**

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

**B. Outreach**

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metric</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aspire’s Board may review and provide into the outreach plan as well as any budget associated with the efforts</td>
<td>Charter School receives board approval on outreach plan and budget allocations</td>
<td>By January 15 of the new calendar year</td>
</tr>
<tr>
<td>2. Determine a list the community groups and entities to involve in outreach efforts.</td>
<td>Hold 3-5 meetings prior to the start of the new calendar year with these groups, in order to review</td>
<td>By January 1 of the new calendar year</td>
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<tr>
<td></td>
<td>plans for outreach</td>
<td></td>
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<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Ensure that all marketing, outreach, written communications, and meetings are held in both Spanish and English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify a competent translator for all materials and activities</td>
<td>By December 1 of the new calendar school year</td>
</tr>
<tr>
<td>4</td>
<td>Market and distribute brochures targeted toward diverse populations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create brochures and vet them with key parents, staff, and home office personnel.</td>
<td>By January 15 of each calendar year</td>
</tr>
<tr>
<td>5</td>
<td>Enlist the help of local businesses in the distribution of flyers and posters that advertise and recruit students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify 25 well known businesses to display and/or distribute information; contact each of them personally and arrange for posting.</td>
<td>By February 15 of the new calendar year.</td>
</tr>
<tr>
<td>6</td>
<td>Hold an Open House Informational meeting on campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule and plan a meeting at the school, hosted by the principal, as well as key parents and teachers</td>
<td>By February 1 of the new calendar year</td>
</tr>
<tr>
<td>7</td>
<td>Expand the outreach of information and important deadlines to local newspapers and media, as well as fairs and community events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advertise in at least two media sources and provide a presence at 2-3 community events</td>
<td>By February 1 of the new calendar</td>
</tr>
<tr>
<td>8</td>
<td>Provide opportunity to expand or modify efforts based upon response to Open Enrollment registration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze the registration forms including available ethnic information halfway through the Open Enrollment period</td>
<td>By February 20 of the new calendar year</td>
</tr>
</tbody>
</table>
As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parentcompact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education

- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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 8: Admission Requirements

Admission requirements, if applicable.

- California Education Code Section 47605(b) (5) (H)

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

The Aspire application process is comprised of the following:

- Completion of a Student Interest Form for each child who is interested in attending The Charter School

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Signs, banners, and posters announcing open enrollment will be displayed in key areas in the neighborhood. Following the open enrollment period of January-March 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 school will announce the lottery grade levels, timeline, and procedures in written and email form. The lottery date, time, and location will be sent to LAUSD, as well as the interested families. By March 30th, the Charter School will then hold a public random drawing in the Charter School’s multipurpose room to determine enrollment for the impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year. Enrollment preferences in the case of a public random drawing shall be as follows:

1) Siblings of students already admitted to the Charter School
2) Founding Families (not to exceed 10%) and children of Aspire Regular employees (not to exceed 10%) who reside in the District
3) Children residing within the District
4) Founding Families (not to exceed 10%) and children of Aspire Regular employees (not to exceed 10%) who do not reside in the District
5) All other students who reside in the state of California

The LA Area Superintendent will be in attendance at the lottery, and a CSD representative will be invited to observe the lottery drawing, which is also open to the public. All names will be drawn randomly to determine the students who are accepted and those who are on the waitlist. The order of names drawn will determine the order of names on the waitlist. At the conclusion of the public random drawing, students who were accepted will be notified by phone, email, and mail within two days and asked to register for the upcoming school year. All students who were not granted admission due
to capacity shall also be contacted and told their number on the waitlist and then asked if they would like to stay on the waitlist for the upcoming year. This waitlist will be posted in a public place in the school and will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, school personnel will offer enrollment to students in the order as listed on the waitlist.

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

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

**Founding Parents/Founder Family Preference**

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

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

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

1.4 For charter schools that have more applicants than space available, children of Founders shall be exempted from the random public admissions lottery and not to exceed more than 10 percent of the school’s enrollment.
PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

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

**December – January**  
Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.

**January - March**  
Send re-enrollment forms to existing students to identify open seats. Public random drawing conducted (if necessary).

**March - May**  
Waitlist letters distributed to applicants not selected in the public random drawing. Acceptance letters and registration packets distributed to parent and children who have been drawn in the public random drawing.

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number to access additional information regarding enrollment.

**NON-DISCRIMINATION**

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

The Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
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.

- California Education Code Section 47605(b) (5) (I)

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. Aspire’s Audit Committee, in conjunction with Aspire’s Chief Financial Officer, is responsible for contracting with the independent auditor, who shall be selected from the Certified Public Accountant’s Directory published by the State Controller’s Office. The Audit Committee is made up of three members. Once per year, the Committee selects the firm who will conduct the audit and approves the contract. They also review and approve the final audit report before it is issued.

The audit shall be conducted in accordance with Education Code Section 47605(m) and the applicable portions of Standards and Procedures for Audits of California K–12 LEAs as published in the California Code of Regulations. Aspire’s Chief Financial Officer is responsible for overseeing the independent audit. Aspire shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law and by December 15 of each year. Aspire will resolve audit exceptions and deficiencies, if any, in a timely fashion. All exceptions and deficiencies and their remedies and will be communicated to the District in a timely matter.

Any disputes regarding the resolution of audit exceptions and deficiencies will be 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.

FINANCIAL STATEMENTS

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

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

Aspire has been receiving funding pursuant to provisions of the California Education Code as it has opted to be direct-funded. Any funds due to The Charter School that flow through the District shall be forwarded to Aspire in a timely fashion.
The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(l) as it is amended from time to time.

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 – August 15 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 school’s Calendar

h. Statistical Report – monthly according to 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.
- California Education Code Section 47605(b) (5) (J)

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and based on California Education Code. The Charter School will notify the District of any expulsions within 30 days. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code §47605(d)(3), upon expulsion of any student, The Charter School shall notify the superintendent or superintendent designee of the district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall 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.

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 and shall facilitate the post-expulsion placement of expelled students.

The Charter School will facilitate placement of expelled students by communicating with LAUSD within 5 days of when a student is expelled. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter
School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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, including a District representative, 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 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 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 as soon as practical, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
• If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP.

• If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Manifestation 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 the IEP or 504 Plan?

Notwithstanding 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 sections 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s Administrative Panel 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.\(\text{Ed Code 48916}\)

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements from suspended expulsion, 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.\(\text{Ed Code 48917}\)

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.

*Discipline Foundation Policy*

Aspire believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide behavior intervention and discipline plan is essential to the creation of this type of environment and the success of our students and teachers both behaviorally and academically.

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. This fits directly with Aspire’s College for Certain model, and Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization.

The Charter School’s specific vision states: The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and social consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

In addition to Aspire’s overarching discipline policies (found in our Student Family Handbook), the Charter School utilizes a variety of interventions and school-specific policies. This includes a consequence ladder and specifically delineated alternatives to suspension (see below). Minor infractions include but are not limited to running in the halls, chewing gum, bothering others, refusal to work, failure to follow directions, disrespect to students or adults, etc. Major infractions include but are not limited to threats, profanity, defiance, assault, destruction of school or personal property, use of drugs or alcohol, etc.

<table>
<thead>
<tr>
<th>Charter School Consequence Ladder</th>
<th>Alternatives to Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbal warning(s)/Inform student of what rule was violated</td>
<td>Parent conference/student study team</td>
</tr>
</tbody>
</table>

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2. Explicitly teach expected behaviors
3. Explicitly teach community pledge
4. Contact parents as necessary
5. Buddy teacher
6. Complete a behavior reflection form
7. Office referral

- Mandatory academic intervention
- Adult-student relationship building
- Behavior log
- Counseling
- Peer Mediation
- Appropriate restitution/campus beautification
- RISE fieldtrips
- Piloting of Restorative Practices

Along with the above, the Charter School began implementing Rest Time, which includes transcendental meditation, in 2014-15 for a portion of the day for all students. Rest Time serves as a proactive strategy to prevent discipline problems that is consistent with the District’s foundation policy. The Center for Wellness and Achievement in Education states that the benefits of meditation include:
- Reduction in stress, anger and anxiety
- Improved academic achievement
- Improved attendance and graduation rates

In addition to the work the Charter School has put into their specific school climate, Aspire provides a variety of supports to our schools and school staff in implementing school-wide behavior interventions and discipline policies, improving student attendance and implementing alternatives to suspension.

In direct response to our need to focus on our non-academic indicators of success, a Regional Student Support Coordinator (RSSC) has been assigned to Aspire’s LA schools, including Aspire Pacific Academy.

**Regional Student Support Coordinator (RSSC)**

*Required knowledge, skills, and abilities:*
- Demonstrated commitment to students and learning
- Experience working in K-12 public schools
- 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
- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy).
- Possess a thorough understanding of and abide by California BBS regulations, NASW Code of Ethics and/or the code of ethics of his/her specific counseling discipline.
- Ability to provide clinical supervision of Counselor Level I towards their clinical licensure with the BBS for both LCSW, LMFT, and LPCC is highly desirable

**Required educational level:**
- Masters in counseling, social work, education or related discipline with minimum 2 years’ experience
- PPS Credential with minimum two years’ experience (preferred)
- Licensure with State with minimum 2 years’ experience post licensure (preferred)

**Required experience:**
- 5+ continuous years with Aspire or a similar organization

The RSSC’s role encompasses both school-specific and region-wide and includes, but is not limited to:
- Provides professional development and individualized coaching to Charter School staff around areas related to student behavior and discipline, including, but not limited to:
  o Create and use behavior and discipline data, attendance data and other indicators to continually improve intervention strategies at all tiers of intervention.
  o Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
  o Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.

- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
  o Create and use behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  o Clinical supervision for counselors working towards licensure
  o Coordination of crisis response protocols and regional response teams

- Provides monthly consultation time with principals to discuss discipline data, attendance data and other non-academic student support needs.

- Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
- Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
- Links to LAUSD support resources around discipline and behavior interventions
- Family resource referrals for outside agencies and supports

- Collaborates with LAUSD and outside agencies to craft and expand supports for our schools. For example:
  - The RSSC works to keep abreast of LAUSD recommendations and requirements around student support and communicate with our schools around that information
  - The RSSC is currently working with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.

In terms of the data necessary to determine the efficacy of our school’s behavior system, all Aspire schools utilize OnCourse to track behavioral data, not simply suspension data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include:
- Most common behavior incidents by type
- Suspension rates for students
- Total suspension by month (with comparisons available month to month and by year)

Part of the RSSC’s role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the school site and Aspire’s LA Area Superintendent.

Additionally, the LA RSSC works as part of Aspire’s Student Services department to increase the knowledge-base and collaboration among different staff stakeholders such as principals, deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. The Student Services department includes student support coordinators in other regions, regional special education staff, members of the student services team at Aspire and others.

**Suspension**

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

Each school site shall consider suspension from school only when other means of correction have not been successful or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

**Authority to Suspend**

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The CEO or designee may extend a student’s suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

**Jurisdiction**

A student may be suspended or expelled for prohibited misconduct if the act 1) is related to an Aspire school activity, 2) occurs at an Aspire school or at any other school, 3) occurs at an Aspire school’s sponsored event, or 4) occurs during, or while going to or coming from, a school sponsored activity.

**Suspension Alternatives**

The Aspire CEO, CEO Designee, or Principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling, anger management programs, and community service on school grounds for students subject to suspension or expulsion.

**Grounds for Suspension and Expulsion**

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

The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

or (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated
school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current,
or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

   a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

      ii. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

      iii. Causing a reasonable pupil to experience substantial interference with his or her academic performance.

      iv. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

   b. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

      i. A message, text, sound, or image.

      ii. A post on a social network Internet Web site including, but not limited to:

         1. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

         2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

            a. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

            3. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or
attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

c. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, 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 campus.
   d. During, or while going to or coming from, a school-sponsored activity.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5. In addition to Education Code 48900 (a) to (v) specified above, an Aspire student enrolled in any of grades 6 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the Charter School in which the student is enrolled determines that the student has:
   - Committed sexual harassment as defined in the Education Code section 212.5.
   - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code.
   - Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially...
disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

- Made terroristic threats against school officials or school property. Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee.

Procedures in Cases Requiring Suspension

1. **Incident Investigation** - The Principal or Principal's designee investigates the incident and determines whether or not it merits suspension.

2. **Determination of Length of Suspension** - The Principal or Principal's designee determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).

   As defined in Education Code 48903 (a), except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year.

3. **Legal Notifications** - Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

   Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

   The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

   Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

   When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken.

   **Note:** The responsibility to notify the parent, guardian, or other responsible relative...
concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

4. **Suspension Conference** - Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal or designee.

5. **Notice of Suspension** - The Principal or Principal’s designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student’s suspension and indicates the date of return following suspension. This notice shall state the specific offence(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is also sent to the Aspire home office (Attention: Director of Student Services) and placed in the principal’s private student files – suspension notices should not be placed in the student’s cumulative file.

6. **Educational Support During Suspension** – During the period of suspension, school shall provide student with work (including homework) commensurate with the educational program the student will miss. Tests missed during the period of suspension may be made up within five (5) school days of returning to school post suspension.

**Suspension Appeals Process**
A student or the student’s parents or guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his or her school-related offence(s).

- Appeals must be made first in writing at the school level within ten days of the suspension, and should be directed to the principal or principal’s designee. The principal or principal’s designee will attempt to resolve the appeal with a written response within ten (10) school days of receiving it.

- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Student Support Coordinator) for resolution with a written response within fifteen (15) school days.

- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student’s file.

**Expulsion**
Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature, expulsion should only be used when:
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- or when, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

**Authority to Expel**
A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense (Aspire Public Schools Administrative Regulations on Expulsion (5144.1)).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student’s term of expulsion, a student cannot enroll in any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if the rehabilitation plan is met. To enroll in another Aspire school while under expulsion, the student must make a request to the Principal and LA Area Superintendent and then this request is brought to the Board of Directors for approval.

Approximately one month prior to the conclusion of the term of expulsion, the Aspire Registrar contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. Families have two weeks from the time of that notification to apply for readmission to Aspire. At the time of application, evidence must be presented substantiating satisfaction of the conditions of the student’s rehabilitation plan. If this information is not received within two weeks, the family is called by the Aspire Registrar to remind them of their opportunity to apply for readmission. If the family does not submit complete documentation or the documentation does not support completion of the rehabilitation plan during the specified readmission time period, the student may still return once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. All written communication is documented and sent via certified mail.

If a student has met all terms, the student is re-admitted and a re-entry conference with the principal of their school is scheduled to promote a smooth transition. At the secondary level, students are re-entered on a semester basis.

**Expulsion Process Procedures**
If a Principal or Principal’s designee determines that an suspendable offense requires a recommendation for expulsion, they are required to inform parents of the intent to recommend expulsion and the parents’ rights in that process within 5 days of the offence date.

10 days before the scheduled expulsion hearing, families are sent formal invitation to the expulsion hearing, including the charges put forth and again informing families of their due process rights.

An Administrative Hearing Officer manages the hearing process to ensure due process rights are protected, but is not a voting member of the Administrative Hearing Panel. During the course of the hearing, the Administrative Hearing Panel reviews the evidence and testimony provided by the school and by the student and determines its decision around 2 findings of fact:

1) Whether it is proven that the student committed the expellable offense for which he or she has been recommended for expulsion, **AND**

2) That one of the following is proven to be true:
   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.

If the Administrative Hearing Panel determines that both of the above findings of fact are proven for the offense presented, then the panel will expel the student with a rehabilitation plan and terms not to exceed one calendar year. If both of the above are not founded, the Administrative Hearing Panel will not expel the student and the student may immediately return to school.

The Administrative Hearing Panel will inform the family of their decision in writing within 3 days of the hearing. The entire expulsion process must be completed within 30 school days of the original offense, as required by law, unless the family requests an extension of that time period.

**Expulsion Appeal**
A family may appeal the Administrative Hearing Panel’s decision to expel to the Aspire Public Schools Board of Directors. Families are informed of this right in writing when they are informed of the panel’s decision.

**Educational Support During Expulsion Process**
School will provide independent study work to students who are suspended pending expulsion for the duration of the expulsion process.

**Expellable Offenses**

- **Mandatory Expulsion**
The Principal or CEO (or the CEO’s designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school’s jurisdiction. The Aspire Administrative Panel will also expel the student.

**Mandatory Expulsion requires a first finding of fact and does not require a second finding of fact.**
- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

**Mandatory Recommendation for Expulsion**
The Principal or CEO (or the CEO’s designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school’s jurisdiction. The Aspire Administrative Panel will hold a hearing and may order the student expelled.

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

**Permissive Recommendation for Expulsion- Requires both a first and a second finding of fact**
Upon recommendation of the Principal or CEO (or the CEO’s designee), the Aspire Administrative Panel will hold a hearing and may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.
Element 11: Employee Retirement System

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.

- California Education Code Section 47605(b) (5) (K)

All employees of Aspire who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. The Payroll/Benefits Manager of 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.

All positions that require a credential and individuals who notify Human Resources or Payroll upon hire that they were previously CalSTRS participants and would like to maintain CalSTRS participation are enrolled in CalSTRS. The Payroll Department (Payroll Manager and Payroll Assistants) and the Employee Services Department (Manager and HR Generalists) work together to ensure accurate enrollment based on CalSTRS records. Aspire acknowledges that participation in CalSTRS will remain in place for the duration of the charter's existence under the same CDS code.

All regular employees that work 20 hours or more and are not required to have a credential and have not notified the Employee Services or Payroll team that they were previously CalSTRS participants previously, are automatically enrolled in CalPERS the first pay period with Aspire. The Payroll Department (Payroll Manager and Payroll Assistants) and the Employee Services Department (Manager and HR Generalists) work together to ensure accurate enrollment. Aspire acknowledges that participation in CalPERS will remain in place for the duration of the charter's existence under the same CDS code.
Element 12: Pupil School Attendance Alternatives

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*
- *California Education Code Section 47605(b)(5)(L)*

Aspire schools are “schools of choice,” and The Charter School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school. Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Students who opt not to attend The Charter School may attend other district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in The Charter School will be notified in writing that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in The Charter School, except to the extent that such a right is extended by the local educational agency. The Charter School will also provide the parent with printed information about the names and addresses of possible public school alternatives, as provided by LAUSD, as well as the contact information for LAUSD.
Element 13: Rights of District Employees

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

- California Education Code Section 47605(b) (5) (M)

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.

- California Education Code Section 47605(b) (5) (N)

The staff and governing board members of the Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and the Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Aspire shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM 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. All Written Notifications shall be addressed respectively as follows:

To Charter School: c/o the Principal:
Aspire Pacific Academy
2565 East 58th St
Huntington Park, CA 90255

To Director of Charter Schools: Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by
facsimile, 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 notice if delivered by 5:00p.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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Exclusive Public School Employer

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code).

- California Education Code Section 47605(b) (5) (O)

The Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, the Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), if any, 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.
Element 16: Charter School Closure Procedures

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

- California Education Code Section 47604(b) (5) (P)

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- The Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- The Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- The Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- The Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the 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 clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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 Ed. Code Section 47607 (1)) or non-renewed by the LAUSD Board of Education; 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 Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**
Upon the taking of a Closure Action by either the governing board of the Charter School or the LAUSD Board of Education, the governing board of Aspire shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how the 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 Los Angeles Charter Schools Division (CSD), if the Closing Action is an act of the Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students currently enrolled in the Charter School within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). The 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 (SELP) in which the Charter School participates. The 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 the Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, the Charter School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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 this notification and correspondence to the CSD.

6. The California Department of Education (CDE). The 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. The 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 school employees within 72 hours and vendors within five business days of the Closure Action. The Charter School shall simultaneously provide a copy of the written employee and vendor notification 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
2. The name(s) of 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 to the CDE must 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 to parents/guardians of all students, and all majority age and emancipated minor students shall also include:
1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include 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 school closure
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 school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**STUDENT AND SCHOOL RECORDS RETENTION AND TRANSFER**

The Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare 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 will 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 should also indicate the name of the Charter School that each student is transferring to, if known. This electronic master list
will 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 the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. 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.

8. 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 CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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 Charter School received state funding for which it was not eligible.

The Charter school shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.
This audit may serve as the Charter School’s annual audit.

The financial closeout audit of the Charter School will be paid for by the 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 the Charter School will be the responsibility of the Charter School and not LAUSD. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The 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 the Charter School participates, and other categorical funds will be returned to the source of funds.

The 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. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 according to any conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their source 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 the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

The 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.

The Aspire Board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the Charter School will make the payments.

Prior to final close out, the Charter School shall do all of the following on behalf of the Charter School’s employees, and anything else required by applicable law:

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. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.
District Impact Statement

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.

- California Education Code Section 47605(g)

Facilities

The Charter School intends to continue operating at its current location at 2565 East 58th St, Huntington Park, CA 90255.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be
conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School 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. 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 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. The District shall have 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 Ed. Code 47612 and 5 CCR § 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 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school 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 charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. 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 provide such documentation to the CSD upon request. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. 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 provide such documentation to the CSD upon request.
**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. 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.

**Administrative Services**

Aspire has an experienced administrative staff that handles a variety of “back office” services like payroll, accounting, and purchasing. Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs.

**Potential Civil Liability Effects**

The Charter School shall be operated by Aspire Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

The corporate bylaws of Aspire shall provide for indemnification of the Aspire’s Board, officers, agents, and employees, and Aspire will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

**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] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the
City of Los Angeles ("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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella 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. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess.
and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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.

**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 Ed. 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.

**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.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).