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# ASPIRE PUBLIC SCHOOLS

## ASPIRE MONARCH ACADEMY

~~RENEWAL CHARTER for~~ **RENEWAL PETITION**  
For the term July 1, 2019 through 2027 - June 30, 2024 **2032**

Submitted July 15, 2026

Original Charter Approved by Oakland Unified School District

1999

Charter Renewal Approved

February 12, 2014

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## Affirmations, Declarations, and Assurances

### Affirmation of Conditions Described in Education Code Section 47605(e)

Aspire Monarch Academy (~~the~~ also referred to herein as "Charter School") will follow any:

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all federal, state, and local laws and regulations that apply to the Charter School, and shall: other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

2. Will~~Shall~~ not charge tuition, (including fees, or other mandatory payments for attendance at the charter school Charter School, or for participation in programs that are required for students, except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.

6. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.

8.3. Will be open to all students, on a space available basis, and shall~~Shall~~ not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race, color, national origin, creed, sex, or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. e)(1))

10.4. Will not exclude~~Except for legally permissible admission based on preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the student's or parent's/guardian's place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a conversion charter school shall give adopt and maintain a policy giving admission preference to students pupils who reside within the former attendance area of the that public school. (Ed. Code § 47605(e)(1))~~

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school,

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shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

- a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
- b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(iii))
- c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

- d. ~~Will~~ (Ed. Code § 47605(e)(2)(B)(iv))

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

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

**Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)**

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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Aspire Public Schools is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

#### Other Assurances

##### Charter School:

~~1-1.~~ 1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code ~~Sections~~sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))

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~~2. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)~~

~~3. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(e)(2).~~

~~4. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.~~

~~6. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.~~

~~7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.~~

~~2. Will~~Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

~~3. Shall at all times maintain all necessary and appropriate insurance coverage.~~

~~4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))~~

~~5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(I))~~

~~6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)~~

~~7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))~~

~~12-8. Shall~~ adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; ~~section~~Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990; ~~and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)~~

~~14. Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."~~

~~16-9. Will~~Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; ~~MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).~~

~~10. Will comply with the~~Shall follow the provisions of the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that

~~Aspire Monarch Academy Charter Renewal Petition (2019-2024)~~

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homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

a. The California Code of Regulations

17. b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99);

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18. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

19. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

20. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

21. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

22. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by c. Title IX of the Education Code section 47610(e).

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23. Will operate in compliance with generally accepted government accounting principles.

24. Will maintain separate accountings of all funds received and disbursed by the school.

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~~25. Will participate in the California State Teachers' Retirement System, and/or the California Public Employees' Retirement System, and/or other retirement systems, as applicable.~~

~~26. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.~~

~~27. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).~~

~~28. Will at all times maintain all necessary and appropriate insurance coverage.~~

~~29. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.~~

~~30. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance~~Amendments of the~~beginning of the contract period.~~

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~~31. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)~~

~~32. Will comply with the provisions of the California Public Records Act (California Government Code section 6250~~1972 (20 U.S.C. Sec. 1681 et seq.))~~.)~~

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~~33. Will provide financial statements that include a proposed first year operational budget with start up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash flow and financial projections for the first three years of operation.~~

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~~34. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.~~

~~35. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.~~

~~36. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.~~



Kimi Kean  
Bay Area Region  
Superintendent Aspire Public  
Schools

9/16/2020  
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d. Displaying all required postings at school site and online

e. Following the minimum and maximum age requirements for enrollment

f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

## Introduction and Overview

We present this renewal charter petition for Aspire Monarch Academy *Charter Renewal Petition (2019-2024)*

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## INTRODUCTION("

~~Aspire Public Schools~~ ("Aspire") hereby respectfully submits this charter renewal on behalf of ~~Aspire Monarch Academy~~ ("The" or "Charter School").

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

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

The Charter School has been chartered in the OUSD ("District") under the auspices of Aspire since 1999.

Aspire Monarch Academy is a public charter elementary school in the a Transitional Kindergarten through Fifth Grade (TK-5) school located in East Oakland community and a member of Aspire Public Schools. We believe that every one of our students should, and will, have the opportunity to go to college and that it's our responsibility to prepare them for middle school, high school, and beyond. College for certain!, and part of the Bay Area Region of the Aspire Public Schools network. Monarch was founded in 2000 and will be entering its nineteenth academic year in 2018-2019. The founding staff worked tirelessly to give local families a distinguished choice for their children's education. We recruit students who live in the immediate neighborhood and beyond, and our families come from diverse backgrounds. Of our 400 students, 97% of our students receive free or reduced lunch, and 50% are English Language Learners. 95% come from families that identify as Latino, 4% percent from families that identify as African American, and 1% that identify as Pacific Islander. Many of our families have multiple children attending Monarch. Most of our has had an enrollment of between 373 and 402 scholars will be the first in their families to go to college, so we — Monarch staff and families — have high expectations for them every day.

## SCHOOL SITE MISSION AND VISION

At Aspire Monarch Academy, we are committed to cultivating a community of lifelong learners who are empowered to have voice and choice in their own path, and are confident and successful in all of their endeavors.

*We strive to foster a safe, healthy, supported and challenging environment through:*

- Preparing scholars to be academically and socially successful in secondary, college, and Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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beyond

- Student centered practices in which scholars are encouraged to think critically and independently
- Rigorous and engaging curriculum
- Developing social emotional tools and promoting their use through modeling
- Partnering with families and the community to increase support and mutual sharing of knowledge
- Dedicated adults who model life long learning and growth mindset

## GROWTH SUPERSTAR

In February 2018, Monarch Academy was named as one of Oakland's three "Growth Superstars" by Educate 78, an Oakland-based nonprofit working to ensure that every child in all 78 square miles of Oakland receive the world-class education they deserve. The analysis of SBAC data by Educate 78 identified Monarch Academy as a "hidden gem"—a school doing a great job helping students grow and "beat the odds", particularly among the most vulnerable students. According to Educate 78, its criteria for "knocking it out of the park" on growing their students and beating the odds was (<http://educate78.org/growth-superstars-schools-move/>):

- **Blue level growth on average on CA Dashboard.** This translates to 91+ growth percentile statewide, comparable to Piedmont.
- **CCSA SSM ranking of 7+.** Students' proficiency rates are above the 70th percentile compared to California schools with similar since returning from the pandemic, averaging 385 students. As a snapshot of our demographics, the percentages below are representative of our student body based on October 2025 CBEDS (California Basic Educational Data System) reporting:
  - 87.9% Socio-Economically Disadvantaged (SED),
  - 94.6% Hispanic or Latino, 2.9% African American
  - Less than 1% of the following races/ethnicities (Asian, Pacific Islander, and Two or More Races)
  - 55.2% English learners (ELs),
  - 21.2% students with disabilities (SWD)<sup>1</sup>

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Monarch's students have shown progress across multiple California Dashboard indicators since the COVID-19 pandemic. In the most recent publicly reported data, Monarch students meet or exceed the performance of their peers on many indicators. Listed below are highlights of our success in the last charter term. For details and additional citations, see the next section, Charter Renewal Criteria.

- **Consistency Across Multiple Indicators on the California Dashboard.** For the third consecutive year, the California Department of Education has designated Monarch "Middle Performing" based on the California Charter Renewal Performance Tier framework.<sup>2</sup>
- **Success on the California Dashboard.** On the 2025 California Dashboard, we have one of five metrics coded "Blue," three categories "Yellow" (with each demonstrating growth), and one non-academic category "Orange."

<sup>1</sup> California Department of Education. DataQuest: 2025-26 Enrollment by Subgroup; DataQuest: 2025-26 Enrollment by Ethnicity. Accessed June 1, 2026.

<sup>2</sup> California Department of Education. Performance Categories. Accessed June 1, 2026 from <https://www.cde.ca.gov/sp/ch/performancecategory.asp>.  
Aspire Monarch Academy Charter Renewal Petition (2019-2024)

- **Consistently Stronger Performance on Math.** Since at least 2019, Monarch’s overall math CAASPP DFS scores have outperformed the averages of the District and local comparison schools.<sup>3</sup> In 2025, Monarch ranked 4th out of the 11 local schools in terms of schoolwide math CAASPP DFS. (Ranking first is Monarch’s sister school, Aspire College Academy.) Based on the last two years of publicly available CAASPP data, Monarch’s math DFS increased from -74.9 in 2024 to -64.4 in 2025. Digging deeper into 2024-to-2025 math DFS change, all of Monarch’s statistically significant subgroups demonstrated growth:
  - Students with disabilities grew 35.4 DFS
  - Hispanic/Latino scholars grew 10.9 DFS
  - English Learners grew 8.5 DFS
  - SED scholars grew 7.9 DFS
- **Consistently Stronger Performance on ELA.** Since at least 2022, Monarch’s overall ELA CAASPP DFS scores have outperformed the averages of the local comparison schools. In 2025, Monarch ranked 3rd out of the 11 local schools in terms of schoolwide ELA CAASPP DFS. (Ranking second is Aspire’s sister school, Aspire College Academy.) Based on the last two years of publicly available CAASPP data, Monarch’s CAASPP ELA DFS increased from -66.0 in 2024 to -52.5 in 2025. Digging deeper into 2024-to-2025 ELA DFS change, all of Monarch’s statistically significant subgroups demonstrated growth:
  - Students with disabilities grew 22.1 DFS
  - Hispanic/Latino scholars grew 14.8 DFS
  - English Learners grew 10.1 DFS
  - SED scholars grew 7.8 DFS
- **English Learner Progress.** From 2024 to 2025, Monarch demonstrated growth on the academic English Learner Progress Indicator (ELPI), with the school improving from the “red” to “yellow” status on the Dashboard Indicator. Specifically, Monarch increased from 33% of English learner scholars making progress in 2024 to a 44% rate in 2025 – now greater than the average rates of the local comparison schools (42.3%) and OUSD (40.3%). The jump in ELPAC status reflects the results of Monarch’s refined coordinated approach to English learner supports – combining integrated ELD strategies, vocabulary focus, discourse practice, and improved teacher familiarity with the ELPAC assessment.

The Monarch core school model centers several elements of school design described in detail in Element 1 of this renewal petition. The following school model elements are examples of programming that are especially emphasized or unique to Monarch, as an Aspire Bay Area school:

- **Inclusion Model:** Monarch is an inclusion school that welcomes *all* learners, with deep integration present in instructional planning and classroom culture – aligned with the least restrictive environment principle. Many students with individualized education plans apply to enroll at Monarch through word of mouth, an indicator of the school’s reputation for strong special education support. Twenty-one percent of Monarch’s student population has an Individualized Education Plan. They are supported by an in-house inclusion team consisting of three educational specialists, eight instructional assistants (including a reading specialist), a school psychologist, a mental health therapist, and a scholar support manager. Instructional assistants’ roles are as co-teachers in classrooms, supporting *all* students through small

<sup>3</sup> For purposes of having comparative performance data points, Monarch generated a list of comparison public schools (“Comparison Schools”) selected based on their location within School Attendance Areas where at least 5% of Monarch students lived during the 2025–26 school year.  
Aspire Monarch Academy Charter Renewal Petition (2019–2024)

groups and whole-class support – implicitly messaging to students that Monarch maintains an orientation toward inclusively identifying and supporting *all* students' broad range of potential academic needs.

- **Data-driven Instruction:** Monarch uses multiple data systems to inform instruction, intervention placement, and school culture decisions on a regular cycle – with biweekly data talks at the grade-level being a standing practice. Both quantitative academic data and qualitative survey/behavior data are used to drive decisions across instruction, intervention, and school culture. From the start of the year diagnostic assessments (mCLASS, i-Ready, SIPPS, and oral reading fluency tests) are used to tier students for early intervention. Based on early assessments in 2025-26, a walk-to-read model was trialed that year across third-grade classrooms, where three teachers engaged students in groups by reading level to maximize support. To support continual improvement in realizing the school's cultural vision, the leadership team analyzes behavior and discipline data cyclically to identify any arising student and staff support needs. In terms of other qualitative data, Panorama surveys of students, families, and staff are used to analyze indicators of safety, belonging, and school culture.
- **School Safety, Belonging, and Family Engagement:** Monarch's approach to school fit is multi-layered, combining proactive safety measures, culturally responsive celebrations, restorative discipline, and meaningful family education partnerships. Specifically:
  - PBIS systems, including the schoolwide "Purple Ticket" incentive program, are used to celebrate positive behavior and leadership, with the 5th Grade student leadership group helping to define and run the Purple Ticket store.
  - Throughout the year, Monarch hosts cultural heritage celebrations, including for cultures not heavily represented in the school population.
  - Restorative practices are used schoolwide, with staff trained in culturally relevant, logical consequence frameworks to support students in learning from mistakes rather than undergoing punitive measures.
  - In 2025-26, the school relaunched family workshops, covering background on the school's socioemotional (SEL) programming, literacy, and math – with increased turnout compared to previous years and positive feedback, particularly from Spanish-speaking families. The SEL workshop was especially impactful, with families deepening bonds with one another as a result of sharing their own struggles with practicing emotional support strategies in their lives.
  - An explicit expectation for all teachers is positive home communication, forming the foundation of family relationships before any challenges arise.
  - Monarch maintains an open-door policy for families to visit and engage the school at any time. Such open channels for communication is reflected in our survey data. Our families are surveyed twice a year on a variety of topics such as school fit and family engagement, with results benchmarked nationally via Panorama Education. On the "Barriers to Engagement" domain of the survey, Monarch ranks in the 90th percentile nationally amongst all elementary schools. In fact, our Winter 2026 family survey showed that the school received 90% positive results for the domain, which explores variables that allow for families to communicate with the school or take part in the school community.
- **Enrichment & Extracurricular Activities:** Contributing to its distinct school culture, Monarch offers a wide range of extracurricular and enrichment activities that reflect student leadership, cross-age mentorship, and community pride:

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- o After-school program includes clubs such as sports, cooking, music/DJ, chess, and gardening.
- o The on-site garden is used for science experiments, art, and the gardening club.
- o The 5th-grade Student Leadership Group helps design and implement one of the schoolwide positive behavior incentive systems – specifically, management of the Purple Ticket store.
- o The Buddy Reading program pairs upper-grade students with lower-grade students monthly for literacy and learning activities, building cross-grade relationships.
- o Academic and attendance awards are also granted regularly to students.

- **Aspire Public Schools. No huge inequities exist.** Schools must be growing their different subgroups, particularly those historically underserved, at similar rates to be equitable. To receive an “None” for inequities rating, a school must be closing the proficiency gap for all numerically significant subgroups.
- **Growth in both English Language Arts and Math.** Schools must be growing students in both categories.

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| School Name    | Growth on CA Dashboard |                        | Similar Schools Measure (CCSA) | Inequities? |      | Bright spot? |
|----------------|------------------------|------------------------|--------------------------------|-------------|------|--------------|
|                | ELA                    | Math                   |                                | ELA         | Math |              |
| Aspire Monarch | Increase Significantly | Increase Significantly | 8                              | None        | None | Y            |

## LEARNING ENVIRONMENT

Beyond test scores, we measure our success in whole child outcomes and believe the positive and strong school culture climate we have created allows space for students to engage with and respond to the academic rigor required of them. Over the last 6 years, we have steadily decreased our suspension rate by 9.2 percentage points resulting in a 2017-18 rate of 0.7%. Our attendance rate has remained steady at 96%. We also weave social-emotional learning throughout the day. We adopted the Toolbox curriculum last year and this year have adopted the RULER curriculum in conjunction with Restorative Practices and understand that we need to use them together. We

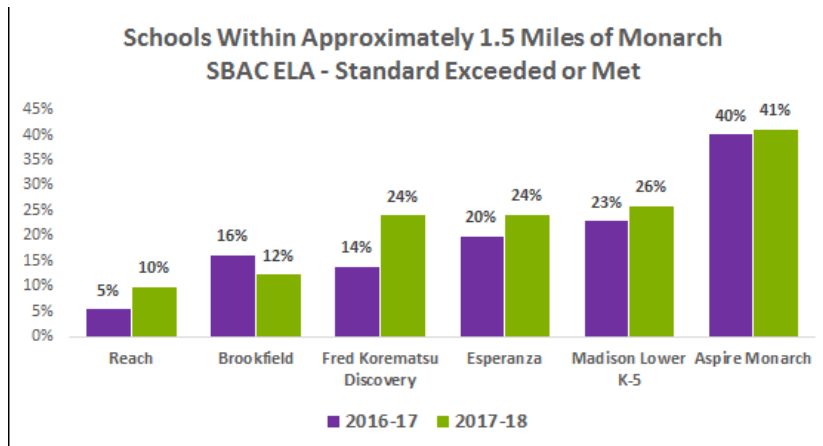
focus our energy on proactive community building. Students are taught to be socially capable by learning about emotional intelligence, communication, responsibility, and persistence and then provided opportunities to practice their skills. In a student survey, 95% of students answered “yes” to the question, “When something is hard does your teacher help your class understand?”

### SCHOOL SATISFACTION

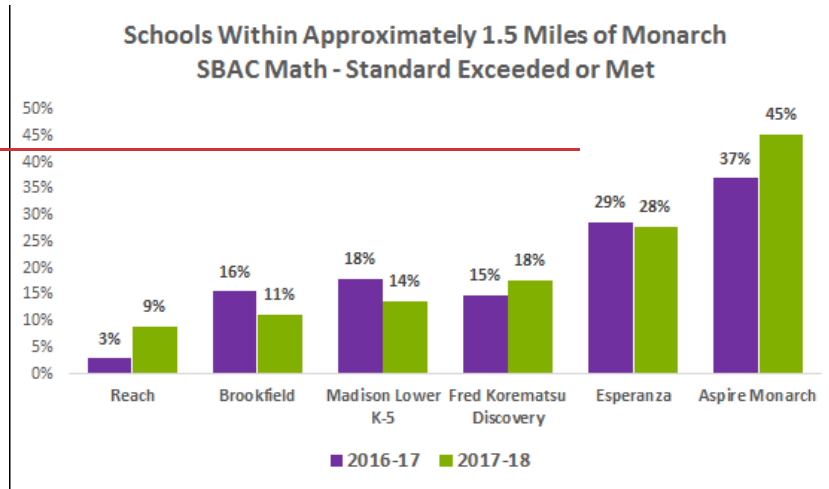
Overall, our scholars, families, and staff are happy to be at Aspire Monarch Academy. Among families who participated in our annual family survey, 95% responded “yes” to “I would recommend my school to others.”

### PERFORMANCE TO NEARBY SCHOOLS

For the past two years, Monarch Academy has outperformed all of these schools in ELA by a differential of 15% and up to 35%. Aspire Monarch students are performing at rates significantly higher than every OUSD public school in the near vicinity as measured by ELA achievement on the SBAC.

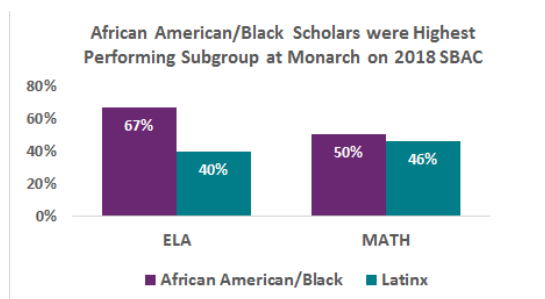


Comparative SBAC data are provided below. For the past two years, Monarch Academy has even more significantly outperformed neighboring schools in Math by a differential of 8% and up to 35%. Aspire Monarch students are performing at rates significantly higher than every OUSD public school in the near vicinity as measured by Math achievement on the SBAC.



We saw two important trends in our SBAC data from 2015-16 to our most recent administration of it in 2017-18. Overall, we saw a dramatic increase in students who met/exceeded the standards in both Math and ELA, a 23% increase in ELA and a 29% increase in Math. This was significant growth for Aspire Monarch Academy, given we remained about the same from the 2014-15 school year to the 2015-16 year. Even more remarkable was the number of students who moved out of the lowest performance band, Significantly Below. From 2015-16 to 2017-18, the percentage of students who scored Significantly Below in ELA decreased by half from 62.9% to 32.8%. Similarly, during the same time period, the percentage of students who scored Significantly Below in Math decreased from 45.5% to 25.5%. The accelerated outcomes for Monarch scholars are evidence that we are fulfilling our promise to ensure scholars leave Aspire academically prepared for college and career.

It is also noteworthy that at Aspire Monarch Academy, African American (67%) scholars are the highest performing subgroup and significantly outperform their Latino (40%) peers in ELA by +27%. In addition, African American scholars (50%) are also the highest performing subgroup in Math, outperforming their Latino (46%) peers by +4%.



The Charter School's present charter term is set to expire on June 30, 2019. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

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

The Charter School is located at 1445 101st Ave, Oakland, CA 94603.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District ("the District") to renew the charter for the Charter School for a five-year period, from July 1, 2019 to June 30, 2024.

The Charter Schools Act of 1992 states that:

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

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

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

#### as a Network of Schools

Monarch is part of Aspire Public Schools, a network of non-profit public charter schools spanning grades TK-12 and serving students in low-income neighborhoods in the Bay Area, Central Valley, and Los Angeles. Grounded in our Core Values, we believe in the power of creating and maintaining learning environments in which students learn with community and through a culture of belonging no matter one's background or cultural history. We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our mission is to provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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pursue and persist in college or any post-secondary pathway that is authentic to their identities. At our schools, the vision of empowering our scholars to build a fulfilling and liberated future for themselves and their community inspires us into urgent, intentional action each day.

## Charter Renewal Criteria

### Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”).

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance based on Dashboard data and metrics as compared to the state average for all students and for subgroups, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria— Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

Separate from the statutory standard, the CDE also evaluates all charter schools to identify their performance category annually, making that report available to the public. The CDE most recently released the performance category data file in January 2026. According to this file, Aspire Monarch Academy is in the middle performing category for renewal this year. We present evidence and data below to demonstrate that Monarch has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [High Performing and Low Performing] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included in the [Dashboard] and the performance of the Charter School on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) The chartering authority may deny a charter renewal pursuant to this subdivision upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance

(4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

Education Code Section 47607(c)(3) defines “measurements of academic performance” as statewide assessments in the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system; the English Language Proficiency Assessments for California (“ELPAC”); or any successor system, and the college and career readiness indicator (“CCI”).

#### **Dashboard Performance Renewal Criteria**

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance: English Language Arts (“ELA”), Math, ELPI, and CCI.

~~The Charter School has made and will continue to make important contributions to the legislative goals outlined~~ documents its performance on the Dashboard, in support of approval of its Petition, below.

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For Middle-Performing charter schools, AB 1505 provides that verified data “shall be considered” by the authorizer through a second look process for such renewing charters that were operating on or before June 30, 2020 and for their “next two subsequent renewals until January 1, 2026 “ Monarch has been operating since 2000, and this is the school’s first renewal since the passage of AB 1505. While the provisions related to verified data in Education Code Section 47607.2 had sunsetted, the California budget trailer bill approved in June 2026 renewed the provisions of the second look process, including the use of verified data in the evaluation of California charter renewals. Therefore, Monarch provides verified data below to be considered by the authorizer.

#### **Monarch’s Dashboard Results**

For the context of Monarch, the CAASPP is available to span elementary schools in grades 3-5. According to the CDE, “Distance from Standard measures how many points above or below (or the distance) each student is from the lowest possible scale score within Level 3 (i.e., Standard Met) on the Smarter Balanced Summative Assessments and California Alternate Assessments.”<sup>4</sup> A DFS that improves year over year indicates that students are, on average, moving towards higher mastery of grade-level standards.

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Smarter Balanced Assessment Consortium (“SBAC”) performance results in 2025 show that Monarch students achieved higher rates relative to the average for the list of comparison schools defined below and with similarly high proportions of SED school populations (86%+). More specifically, Monarch students performed at higher achievement rates with regard to Distance from Standard (“DFS”) in ELA (Monarch -52.5; comparison school average -92.5) and higher achievement rates in DFS for math (Monarch -64.4; comparison school average -94.7). As a result, in 2025, Monarch’s California Dashboard color for both ELA and math was Yellow.

<sup>4</sup> California Department of Education, California School Dashboard: Glossary. Accessed June 1, 2026 from <https://www.caschooldashboard.org/about/glossary>.

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Below is a list of comparison public schools (“Comparison Schools”) selected based on whether the school serves the elementary school grade span and if the school’s location is within a School Attendance Area where at least 5% of Monarch students lived during the 2025–26 school year.

| <u>School</u>                                                 | <u>Attendance Area</u>          | <u>% of MON Students Living in Attendance Area</u> |
|---------------------------------------------------------------|---------------------------------|----------------------------------------------------|
| <u>Cox Academy (TK-5)</u>                                     | <u>Reach</u>                    | <u>35.6%</u>                                       |
| <u>Reach Academy Elementary (K-5)</u>                         |                                 |                                                    |
| <u>Esperanza Elementary (K-5)</u>                             | <u>Esperanza/Korematsu</u>      | <u>20.0%</u>                                       |
| <u>Fred T. Korematsu Discovery Academy Elementary (K-5)</u>   |                                 |                                                    |
| <u>Aspire College Academy (TK-5)</u>                          | <u>Pride</u>                    | <u>10.9%</u>                                       |
| <u>East Oakland Pride Elementary (K-5)</u>                    |                                 |                                                    |
| <u>ACORN Woodland Elementary (K-5)</u>                        | <u>Acorn/Encompass/Highland</u> | <u>10.1%</u>                                       |
| <u>EnCompass Academy Elementary (K-5)</u>                     |                                 |                                                    |
| <u>New Highland Academy (K-5)</u>                             |                                 |                                                    |
| <u>Independent Study, Sojourner Truth (TK-12)<sup>5</sup></u> | <u>=</u>                        | <u>=</u>                                           |

#### Monarch’s CAASPP ELA and Math Schoolwide Performance Outranks Majority of Comparison Schools

The graphs below show how Monarch’s 2025 CAASPP Math and ELA DFS measures perform against the ten public schools found in the Comparison School set. In ELA, Monarch ranks 3rd out of the total 11 schools; in Math, Monarch ranks 4th.

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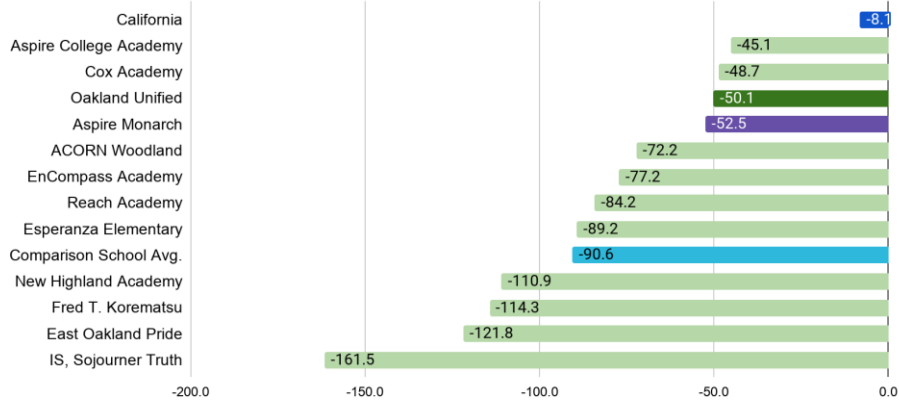
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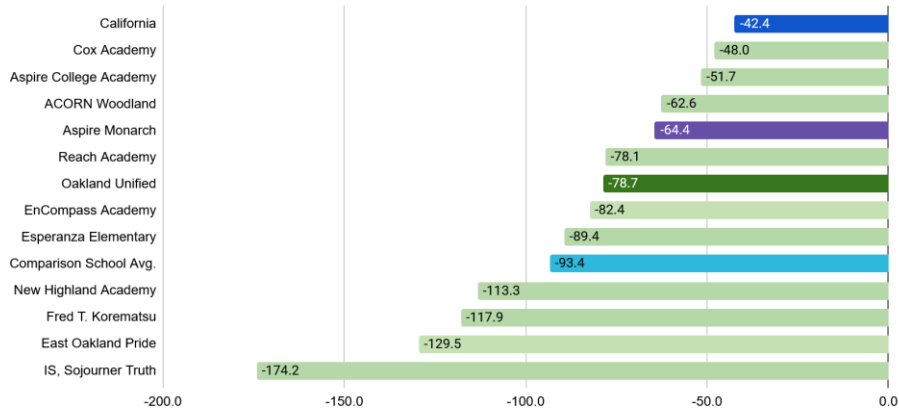
<sup>5</sup> Independent Study, Sojourner Truth was included among the Comparison Schools because it serves the elementary school grade span and because enrollment is not restricted to a student’s Attendance Area.

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2025 ELA Distance From Standard - All Students



2025 Math Distance From Standard - All Students



The By granting this renewal, Dashboard charts and graphs that follow show a comparison of Aspire Monarch Academy's ELA/Math DFS performance against the averages of the District and the Comparison Schools. Included are disaggregated results for all students and for subgroups with numerically significant numbers of students tested at Monarch: Hispanic or Latino, Socioeconomically Disadvantaged Students (SED), English learners, and Students with Disabilities (SWD). Subgroups not shown below indicate that the numbers of students tested in that subgroup were not "numerically significant" for Aspire Monarch Academy as defined by California Dashboard metrics.

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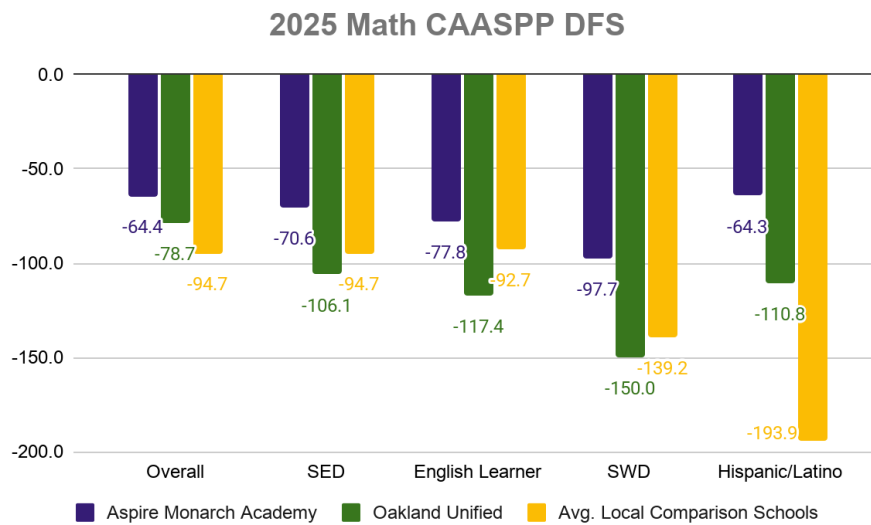
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## 2019-2025: Monarch Consistently Outperforms the District and Comparison Schools on Math CAASPP

### Math CAASPP - DFS

In 2025, the Math CAASPP Distance from Standard score for Monarch was better overall and for all its statistically significant subgroups than the OUSD and local Comparison School averages.<sup>6</sup>



As shown in the longitudinal chart that follows (“Math CAASPP Overall DFS Over Time”), Monarch has had better Math DFS scores consistently year over year at least since 2019 compared to the averages of the District and Comparison Schools. While Monarch’s Math DFS scores were on a slight decline beginning in 2022, the school’s scores have recently rebounded – increasing from -74.9 in 2024 to -64.4 in 2025. Digging deeper into 2024-to-2025 DFS change on the Math CAASPP, all of Monarch’s statistically significant subgroups demonstrated growth:

- Students with disabilities grew 35.4 DFS
- Hispanic/Latino scholars grew 10.9 DFS
- English Learners grew 8.5 DFS
- SED scholars grew 7.9 DFS

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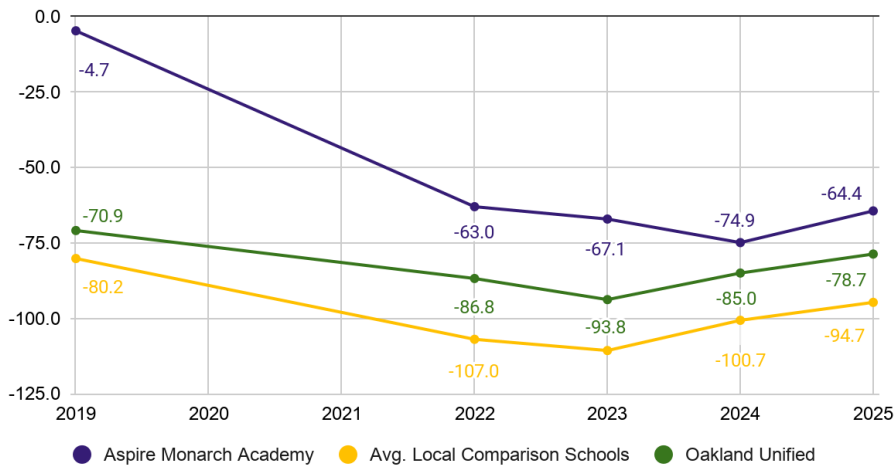
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<sup>6</sup> California Department of Education. California School Dashboards: 2025. Accessed June 1, 2026. [Aspire Monarch Academy Charter Renewal Petition \(2019-2024\)](#)

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Math CAASPP Overall DFS Over Time



Math CAASPP - % of Students Meeting/Exceeding Standard

On will help fulfill the intent of the Charter Schools Act of 1992 ("Charter Schools Act"), while providing students in the 2025 Math CAASPP, Aspire Monarch Academy's percentage of students overall achieving Met/Exceeded Standard is higher than the local Comparison Schools' average (23.5% compared to 18.6%, respectively). Also, for three out of four of Monarch's statistically significant subgroups (SED students, Latino students, and SWD), the school outperforms both the subgroup averages of the District with a small school option and the Comparison Schools. However, the Met/Exceeded rate of Monarch's English learners in 2025 is lower (about half) of the average EL performance of the Comparison Schools. Despite this difference, Monarch's DFS score for English learners (-77.8) is greater than the Comparison Schools' average (-92.7).

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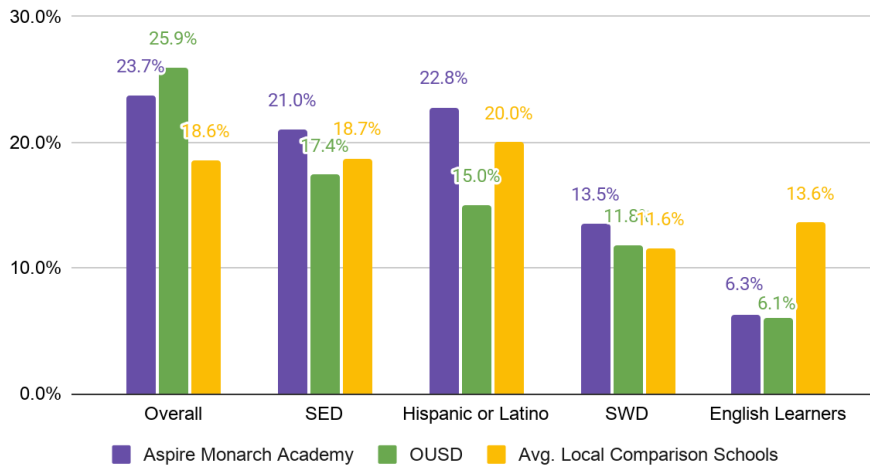
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## 2025 CAASPP Math % Met/Exceeded Standard



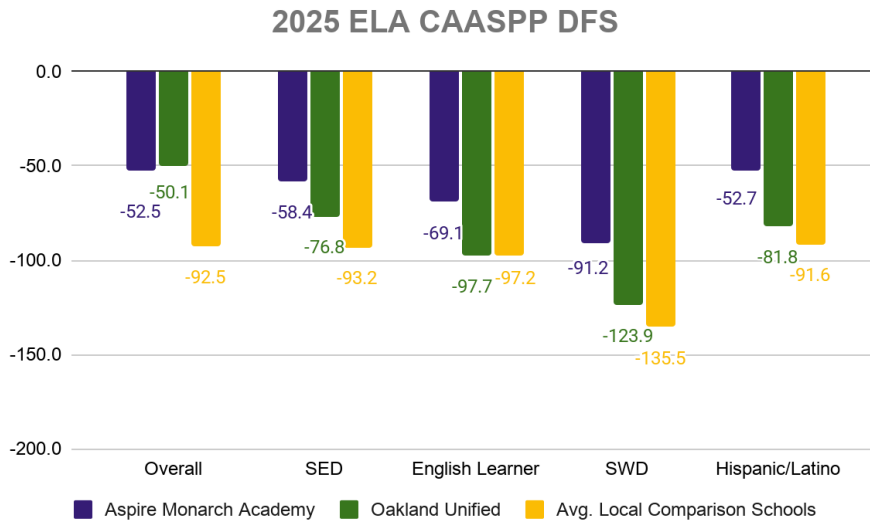
Monarch's instructional team has identified that the relative underperformance on the math CAASPP Met/Exceeded rate for English learners stems from not having sufficiently met the language demands of math Common Core standards -- e.g. explaining thinking behind computational answers, or providing written analysis for multi-step problems. In response, the school's improvement plan has and will continue to center on (1) additional targeted pull-out intervention by a bilingual interventionist staff member for newcomers, and (2) more classroom time on discourse-focused math instruction -- i.e., more student practice of communicating one's math reasoning.

### ELA CAASPP: Monarch Schoolwide Consistently Outperforms Comparison Schools; in 2025, Monarch's Subgroups Outperform District Averages

#### ELA CAASPP - DFS

In 2025, the ELA CAASPP DFS scores for Aspire Monarch Academy were better for all statistically significant subgroups than the averages of OUSD and the local Comparison Schools.<sup>7</sup> Monarch's overall DFS score (-52.5) is better than the Comparison Schools' average (-92.5), and slightly lower than the District average (-50.1).

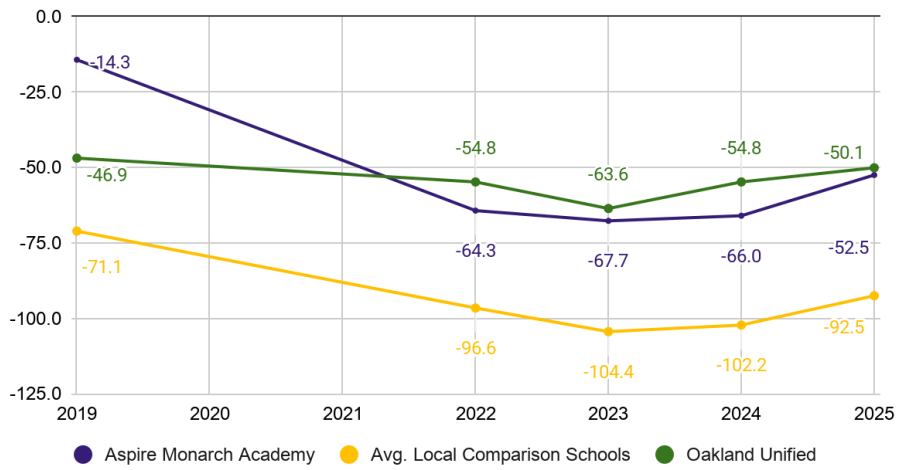
<sup>7</sup> California Department of Education. California School Dashboards: 2025. Accessed June 1, 2026. Aspire Monarch Academy Charter Renewal Petition (2019-2024)



As shown in the longitudinal chart below (“ELA CAASPP Overall DFS Over Time”), Monarch has had better ELA DFS scores consistently year over year in the last charter term relative to the averages of the Comparison Schools. While the District average has been better since 2022, Monarch recently reduced the gap. In 2025, Monarch’s ELA DFS gap with the District was merely 2.4, while the gap in 2024 was 11.2 – meaning Monarch narrowed the gap by 80%. Digging deeper into 2024-to-2025 DFS change on the ELA CAASPP, all of Monarch’s statistically significant subgroups demonstrated growth:

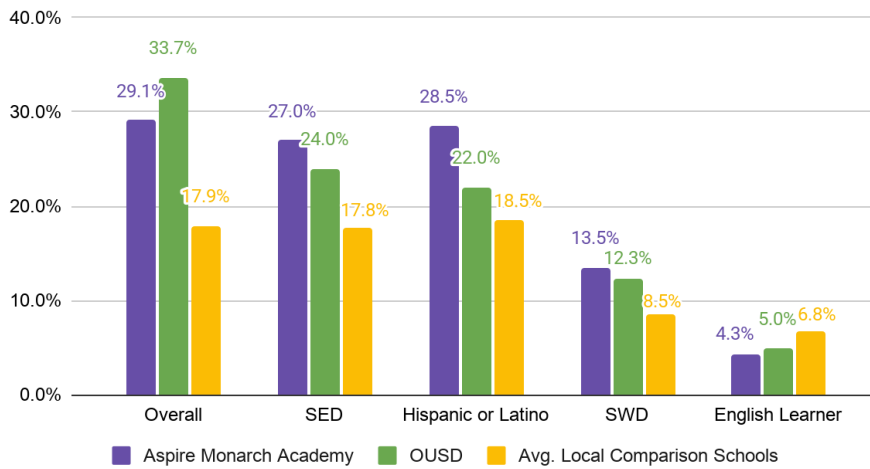
- Students with disabilities grew 22.1 DFS
- Hispanic/Latino scholars grew 14.8 DFS
- English Learners grew 10.1 DFS
- SED scholars grew 7.8 DFS

### ELA CAASSP Overall DFS Over Time



### ELA CAASPP - % of Students Meeting/Exceeding Standards

#### 2025 CAASPP ELA % Met/Exceeded Standard



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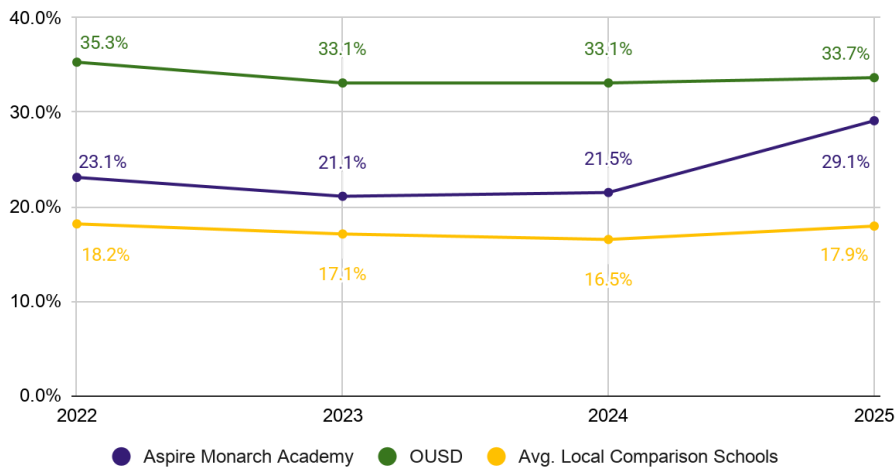
In 2025, Aspire Monarch Academy's ELA CAASPP Met/Exceeded rate (29.1%) overall is higher than the local Comparison Schools' average (17.9%). For three out of four of Monarch's statistically significant subgroups (SED students, Latino students, and SWD), the school outperforms both the averages of the District and the Comparison Schools. However, the percentage of Monarch English learners that achieved Met or Exceeded Standard in 2025 (4.3%) is lower by 0.7 percentage points compared to the average subgroup performance District (5.0%), and lower by 1.7 percentage points relative to the Comparison Schools' average (6.8%). Despite this difference, Monarch's DFS score for English learners (-69.1) is greater than the averages of the Comparison Schools' (-97.2) and District (-97.7).

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When comparing Monarch's overall ELA CAASPP Met/Exceeded rate in 2024 and 2025, we are proud of the growth the school has made. As shown below, the ELA Met/Exceeded rates of the District and Comparison Schools have remained more or less flat since 2022 (the first year in which the CAASPP was fully mandated for public schools after the COVID pandemic). Monarch's performance was also flat until 2025. By that testing year, Monarch's ELA DFS gap between the District was merely 4.6 percentage points, while the gap in 2024 was 11.5 – meaning Monarch narrowed the gap by 60%. We attribute the recent ELA growth to focused attention on the annual backwards mapping of ELA Common Core State Standards to daily instructional planning – ensuring more student practice of critical thinking skills and question types aligned to the CAASPP format.

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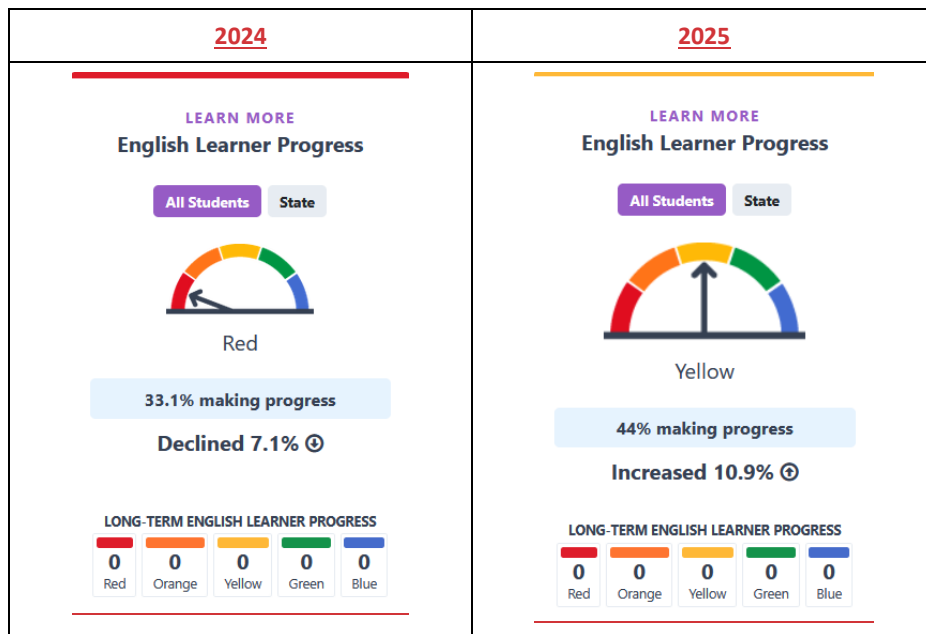
### ELA CAASPP % Met/Exceeded Over Time



**2025 English Learner Progress: Monarch Jumps from “Red” to “Yellow,” Outperforming District and Comparison Schools**

From 2024 to 2025, Monarch demonstrated strong achievement growth on the academic English Learner Progress Indicator (ELPI). The school improved from the “red” to “yellow” status on the Dashboard Indicator (reproduced below), increasing by 10.9 percentage points to a 44% rate in 2025 – greater than the average rates of Comparison Schools (42.3%) and OUSD (40.3%). We attribute the increase in performance to the following:

- greater activation of integrated ELD strategies schoolwide and across all content areas,
- more explicit vocabulary instruction,
- prioritized discourse practice (with students provided structured classroom opportunities to discuss, defend and build on one another’s thinking using academic language),
- professional development to improve teacher familiarity with the ELPAC assessment format,
- adjustment of the ELD curriculum’s scope and sequence to incorporate more student practice and internal testing aligned to the ELPAC question categories (e.g. describing images, writing multi-paragraph essays)



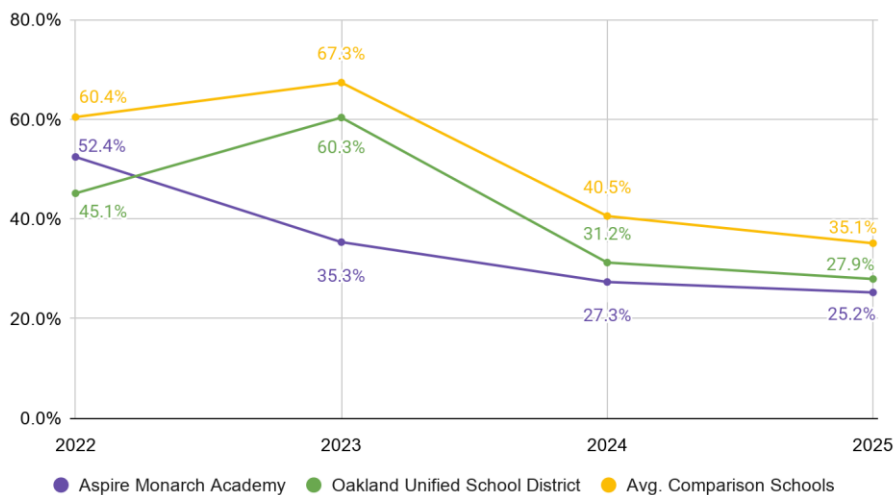
#### 2022 - 2025: Monarch’s Chronic Absenteeism Consistently Lower than District and Comparison Schools

Chronic Absenteeism has been a persistent national public education challenge in recent years, particularly since the 2020 COVID-19 pandemic. Since 2023, following the pandemic, Monarch’s suspension rates have been lower than the averages of the local District and the Comparison Schools. Moreover, as a result of our efforts to combat

pervasive absenteeism, Monarch's rate of chronic absenteeism decreased by 22 percentage points, dropping to 25% in 2025 from 47% in 2022. We attribute the drop and sustained lower rates of absenteeism to Monarch's attendance strategy, which includes the following:

- Proactive incentives, such as weekly class attendance competitions, quarterly "attend-dances" (in-school dance parties for students meeting attendance thresholds), pizza parties for classes with repeated wins, and targeted raffles/treats during historically low-attendance days
- An Attendance Team that frequently analyzes chronic absenteeism data, the assigning of at-risk students to Team members, and proactive family outreach before absenteeism reaches the level of requiring formal meetings
- Wraparound supports, including inter-family carpool arrangements, bus passes, and transportation and housing resources for housing-insecure families
- Front office staff's maintained focus on knowing families personally and facilitating community connections to expand their network of support

**Chronic Absenteeism 2022 - 2025**



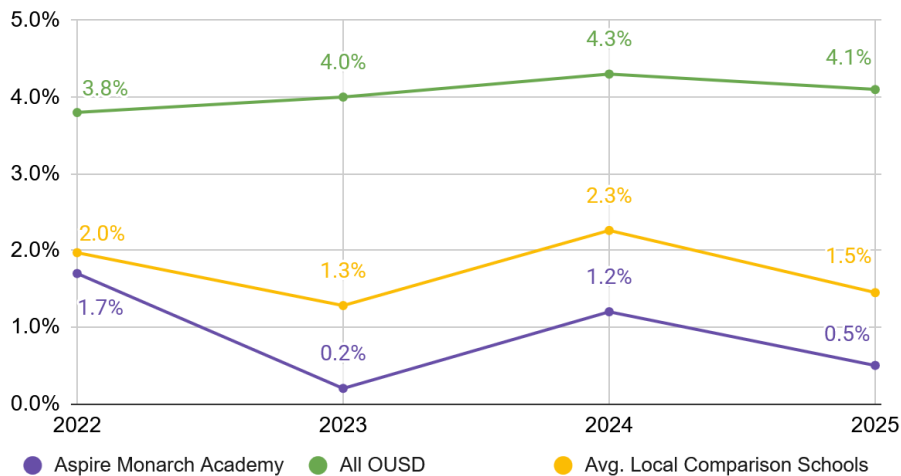
#### **2022 - 2025: Monarch's Suspension Rates Consistently Lower than Rates of District and Comparison Schools**

Since 2022, Monarch's suspension rates have been consistently lower relative to the averages of the District and Comparison Schools. In 2025, Monarch's suspension rate was 0.5%, the Comparison Schools' average 1.5%, and the District average 4.1%. Monarch attributes the relatively low year-to-year rates to the intentionally it brings in setting its school climate. The approach is based on a comprehensive, proactive system, consisting of preventative

classroom management training, real-time communication, restorative and logical consequences, and a dedicated behavior wellness team. Specifically:

- Monarch employs logical consequences as alternatives to suspensions as much as possible. Examples might include community service for property damage or a research report presented to peers for a hate speech incident.
- Staff references and applies an internal logical consequences matrix guide to drive discipline actions toward consistent, learning-oriented responses to misbehavior.
- The staffing structure includes a Behavior Wellness Team, which meets every other week to review behavior data, identify trends, develop behavior support plans, and coordinate counseling referrals.
- Teachers who need support with classroom management to minimize discipline escalation are provided intensive coaching.
- Finally, real-time staff communication via text threads often supports immediate de-escalation.

**Suspension Rates 2022 - 2025**



#### Other Performance Measures

##### 2024 and 2025: Monarch's Overall i-Ready Data Demonstrates at Least One Year's Progress

As an additional measure of performance, Monarch uses the nationally norm-referenced i-Ready. In 2023-24 and 2024-25, Monarch's participation rates on the assessments have been at least 95% for all grades and in Reading and Math. The high participation rate is a clear indicator of student engagement and the effectiveness of our teaching methods. To demonstrate "at least one year's progress for each school year" under the verified data

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provisions of the legal renewal criteria, the final recommended guidance from the publisher of i-Ready is for a school to achieve minimum median growth targets of at least 80% in Math and 75% in Reading for Grades K-5.<sup>8</sup>

Overall, in 2024-25, Monarch exceeded i-Ready's standard of minimum growth expectations in math and ELA, and across all almost all our tracked subgroups. With the exception of 2024-25 SWD performance on Math, the median percentages of annual growth exceed the minimum targets set by i-Ready. However, as mentioned in the discussion of Monarch's math CAASPP data, from 2024 to 2025 the average math DFS increased by 35.4 points for our students with disabilities.

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We acknowledge that in the 2023-24 school year some median growth percentages are below target. However, by 2024-25, those figures have grown as shown in green below – signaling that the work to improve our math and ELA model has been effective so far.

| <u>Monarch i-Ready Median % of Typical Annual Growth</u> |              |              |              |              |
|----------------------------------------------------------|--------------|--------------|--------------|--------------|
| <u>Subject</u>                                           | <u>Math</u>  |              | <u>ELA</u>   |              |
| <u>School Year</u>                                       | <u>23-24</u> | <u>24-25</u> | <u>23-24</u> | <u>24-25</u> |
| <u>Schoolwide</u>                                        | 80%          | 100% (+20)   | 100%         | 118% (+18)   |
| <u>Grade 3</u>                                           | 77%          | 82% (+5)     | 64%          | 88% (+24)    |
| <u>Grade 4</u>                                           | 67%          | 63% (-4)     | 107%         | 125% (+18)   |
| <u>Grade 5</u>                                           | 65%          | 117% (+52)   | 115%         | 155% (+40)   |
| <u>Socioeconomically Disadvantaged</u>                   | 76%          | 100% (+24)   | 102%         | 125% (+23)   |
| <u>English Learners</u>                                  | 76%          | 91% (+15)    | 92%          | 96% (+4)     |
| <u>Students with Disabilities</u>                        | 70%          | 65% (-5)     | 88%          | 86% (-2)     |
| <u>Hispanic or Latino</u>                                | 81%          | 96% (+15)    | 100%         | 114% (+14)   |

#### English Learner Reclassification

While recent English learner reclassification rate data is not publicly available yet on the CDE website from 2021-22 to 2024-25, below we report our annual rates for the last charter term.<sup>9</sup> (The data from 2021-22 to 2025-26 is

<sup>8</sup> i-Ready (2023). Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8: 2023-20234 School Year. Accessed June 1, 2026 from [https://i-readycentral.com/download/?res=126178&view\\_pdf=1](https://i-readycentral.com/download/?res=126178&view_pdf=1).

<sup>9</sup> California Department of Education. EL Reclassification Data. Accessed June 1, 2026 from <https://dq.cde.ca.gov/dataquest/cbeds4.asp?cYear=2020-21&Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSelect=Aspire%5EMonarch%5EAcade--Oakland%5EUnified--0161259-6117568&cChoice=SchProf1>.

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internal data.) Since its lowest rate during the 2019-20 school year, our EL reclassification rate has increased to 15.0% in the 2025-26 school year.

| <u>School Year</u> | <u>Aspire Monarch Academy EL Reclassification Rate</u> |
|--------------------|--------------------------------------------------------|
| <u>2025-26</u>     | <u>15.0%</u>                                           |
| <u>2024-25</u>     | <u>7.1%</u>                                            |
| <u>2023-24</u>     | <u>9.8%</u>                                            |
| <u>2022-23</u>     | <u>13.5%</u>                                           |
| <u>2021-22</u>     | <u>7.2%</u>                                            |
| <u>2020-21</u>     | <u>1.2%</u>                                            |
| <u>2019-20</u>     | <u>0.0%</u>                                            |

**Monarch’s Balance of Racial and Ethnic Pupils Falls within Range of Comparison Schools**

| <u>Academic Year</u> | <u>African American</u> | <u>Hispanic or Latino</u> | <u>Pacific Islander</u> |
|----------------------|-------------------------|---------------------------|-------------------------|
| <u>2025-26</u>       | <u>2.9%</u>             | <u>94.6%</u>              | <u>0.5%</u>             |
| <u>2024-25</u>       | <u>3.2%</u>             | <u>94.9%</u>              | <u>0.5%</u>             |
| <u>2023-24</u>       | <u>2.7%</u>             | <u>94.5%</u>              | <u>0.7%</u>             |
| <u>2022-23</u>       | <u>2.6%</u>             | <u>91.8%</u>              | <u>0.5%</u>             |
| <u>2021-22</u>       | <u>1.7%</u>             | <u>96.8%</u>              | <u>0.5%</u>             |
| <u>2020-21</u>       | <u>3.1%</u>             | <u>95.4%</u>              | <u>0.5%</u>             |
| <u>2019-20</u>       | <u>4.6%</u>             | <u>94.2%</u>              | <u>0.5%</u>             |

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## PETITION ELEMENTS

law, Monarch strives to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the district. The racial and ethnic enrollment breakdown of the school for the last charter term is presented above.<sup>10</sup> Below is a table of enrollment by race and ethnicity for the 2025-2026 school year. Monarch's 2025-26 ethnic subgroup enrollment breakdown falls within the data ranges of the local Comparison Schools.

| <u>Subgroup</u>           | <u>Overall Population<sup>11</sup></u> | <u>Oakland Unified School District<sup>12</sup></u> | <u>Local Comparison Group Range<sup>13</sup></u> | <u>Aspire Monarch Academy<sup>14</sup></u> |
|---------------------------|----------------------------------------|-----------------------------------------------------|--------------------------------------------------|--------------------------------------------|
| <u>Total</u>              | <u>440,838</u>                         | <u>43,484</u>                                       | <u>183 - 452</u>                                 | <u>373</u>                                 |
| <u>African American</u>   | <u>20.2%</u>                           | <u>19.0%</u>                                        | <u>2.2% - 26.2%</u>                              | <u>2.9%</u>                                |
| <u>Hispanic or Latino</u> | <u>28.7%</u>                           | <u>50.9%</u>                                        | <u>29.6% - 95.1%</u>                             | <u>94.6%</u>                               |
| <u>White</u>              | <u>29.6%</u>                           | <u>10.6%</u>                                        | <u>0.0% - 25.6%</u>                              | <u>0.5%</u>                                |
| <u>Pacific Islander</u>   | <u>0.5%</u>                            | <u>0.7%</u>                                         | <u>0.0% - 3.8%</u>                               | <u>0.5%</u>                                |

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When viewing the overall picture of Monarch's performance on the 2025 California Dashboard metrics relative to the District and Comparison Schools, the summary table below shows that Monarch's results are largely better. Monarch had a Math DFS which was greater than 7 of 10 Comparison Schools and an ELA DFS which was greater than 8 of 10 Comparison Schools.

| <u>2025 California Dashboard Metrics</u> | <u>Entity</u>                 | <u>Math DFS</u> | <u>ELA DFS</u> | <u>ELPI</u>  | <u>Chronic Absenteeism</u> | <u>Suspension</u> |
|------------------------------------------|-------------------------------|-----------------|----------------|--------------|----------------------------|-------------------|
|                                          | <u>Aspire Monarch Academy</u> | <u>-64.4</u>    | <u>-52.5</u>   | <u>44.0%</u> | <u>25.2%</u>               | <u>0.5%</u>       |
|                                          | <u>OSD</u>                    | <u>-78.7</u>    | <u>-50.1</u>   | <u>40.3%</u> | <u>27.9%</u>               | <u>4.1%</u>       |

<sup>10</sup> California Department of Education. DataQuest: Enrollment Multi-Year Summary by Ethnicity. Accessed June 1, 2026 from <https://dq.cde.ca.gov/dataquest/dqdcensus/EnrEthYears.aspx?cds=01612596117568&aggllevel=School&year=2023-24&ro=y>

<sup>11</sup> United States Census Bureau. QuickFacts: Oakland City, California. Accessed June 1, 2026 from <https://www.census.gov/quickfacts/fact/table/oaklandcitycalifornia/PST045225>

<sup>12</sup> California Department of Education. DataQuest: 2025-26 Enrollment by Ethnicity. Accessed June 1, 2026 from <https://dq.cde.ca.gov/dataquest/dqdcensus/EnrEthLevels.aspx?cds=0161259&aggllevel=District&year=2025-26&ro=y>

<sup>13</sup> California Department of Education. DataQuest: 2025-26 Enrollment by Ethnicity: Ravenswood City Elementary Report. Accessed June 1, 2026 from <https://dq.cde.ca.gov/dataquest/dqdcensus/EnrEthLevels.aspx?cds=4168999&aggllevel=district&year=2025-26>

<sup>14</sup> California Department of Education. DataQuest: Enrollment Multi-Year Summary by Ethnicity. Accessed June 1, 2026 from <https://dq.cde.ca.gov/dataquest/dqdcensus/EnrEthYears.aspx?cds=01612596117568&aggllevel=School&year=2023-24&ro=y>

|                                                             |                                                                           |               |               |              |              |             |
|-------------------------------------------------------------|---------------------------------------------------------------------------|---------------|---------------|--------------|--------------|-------------|
| <u>Reach</u><br><u>35.6% of Scholars</u>                    | <u>Reach Academy</u><br><u>Elementary</u>                                 | <u>-78.1</u>  | <u>-84.2</u>  | <u>43.6%</u> | <u>46.6%</u> | <u>3.2%</u> |
|                                                             | <u>Cox Academy</u>                                                        | <u>-48.0</u>  | <u>-48.7</u>  | <u>36.2%</u> | <u>7.7%</u>  | <u>1.3%</u> |
| <u>Esperanza/Korematsu</u><br><u>20% of Scholars</u>        | <u>Esperanza</u><br><u>Elementary</u>                                     | <u>-89.4</u>  | <u>-89.2</u>  | <u>54.1%</u> | <u>27.8%</u> | <u>0.9%</u> |
|                                                             | <u>Fred T. Korematsu</u><br><u>Discovery Academy</u><br><u>Elementary</u> | <u>-117.9</u> | <u>-114.3</u> | <u>40.4%</u> | <u>47.9%</u> | <u>1.5%</u> |
| <u>Pride</u><br><u>10.9% of Scholars</u>                    | <u>East Oakland Pride</u><br><u>Elementary</u>                            | <u>-129.5</u> | <u>-121.8</u> | <u>37.7%</u> | <u>47.6%</u> | <u>0.8%</u> |
|                                                             | <u>Aspire College</u><br><u>Academy</u>                                   | <u>-51.7</u>  | <u>-45.1</u>  | <u>51.9%</u> | <u>36.3%</u> | <u>4.7%</u> |
| <u>Acorn/Encomapss/Highland</u><br><u>10.1% of Scholars</u> | <u>ACORN Woodland</u><br><u>Elementary</u>                                | <u>-62.6</u>  | <u>-72.2</u>  | <u>36.3%</u> | <u>18.5%</u> | <u>0.3%</u> |
|                                                             | <u>EnCompass</u><br><u>Academy Elementary</u>                             | <u>-82.4</u>  | <u>-77.2</u>  | <u>45.5%</u> | <u>26.9%</u> | <u>1.6%</u> |
|                                                             | <u>New Highland</u><br><u>Academy Elementary</u>                          | <u>-113.3</u> | <u>-110.9</u> | <u>41.9%</u> | <u>32.7%</u> | <u>0.2%</u> |
| <u>Independent Studies</u>                                  | <u>Independent Study,</u><br><u>Sojourner Truth</u>                       | <u>-174.2</u> | <u>-161.5</u> | <u>35.8%</u> | <u>58.7%</u> | <u>0.0%</u> |

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 years. **As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years, from July 1, 2027 through June 30, 2032.**



## Element 1: Educational Program

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

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

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

### Local Control Accountability Plan (LCAP)

*In accordance with SB 1290, The Charter School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all numerically significant subgroups as defined in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.*

*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)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code sections 47604.33 and section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter*

*Aspire Monarch Academy Charter Renewal Petition (2019-2024)*

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pursuant to Education Code section 47605(~~bc~~)(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, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ~~“~~shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update”~~’~~ (Ed. Code § 47606.5(~~e~~)(~~f~~)(~~d~~)).

#### Western Association of Schools and Colleges (WASC) Accreditation

~~The Charter School's pupil outcomes, disaggregated by numerically significant subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:~~

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LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-2019

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# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

[Appendix B:](#) Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics:](#) Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name               | Contact Name and Title    | Email and Phone                                                                                                      |
|------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------|
| Aspire Monarch Academy | Jennifer Green, Principal | <a href="mailto:jennifer.green@aspirepublicschools.org">jennifer.green@aspirepublicschools.org</a><br>(510) 205-1852 |

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## 2017-20 Plan Summary

### The Story

[Aspire Monarch Academy Charter Renewal Petition \(2019-2024\)](#)

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~~Describe the students and community and how the LEA serves them.~~

~~Aspire Monarch Academy is direct-funded charter school in Oakland, CA. It is chartered through Oakland Unified School District.~~

~~The school is designed to serve approximately 408 students in grades TK-5 grade. The school's demographic profile is 96% Latino, 3% African American, 1% Pacific Islander, <1% Asian American, 0% Caucasian, and 59% English Language Learners with 95% of the student body eligible for the free and reduced-price meals program.~~

~~Aspire Monarch Academy is part of the non-profit Aspire Public Schools (APS). Aspire serves Aspire Monarch Academy through business services, professional development and other operational support.~~

~~Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. Its mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically at Aspire Monarch Academy, we are committed to cultivating a community of life-long learners who are empowered to have voice and choice in their own path, and are confident and successful in all of their endeavors. At Monarch, we strive to foster a safe, healthy, supported, and challenging environment through: preparing scholars to be academically and socially successful in secondary, college, and beyond; student-centered practices in which scholars are encouraged to problem-solve and drive their own thinking; rigorous and engaging curriculum; developing social-emotional tools and promoting their use through modeling; partnering with families and the community to increase support and mutual-sharing of knowledge; and dedicated adults who model life-long learning and growth mindset.~~

## LCAP Highlights

~~Identify and briefly summarize the key features of this year's LCAP.~~

~~Last year, we reimagined our LCAP and made adjustments on how to better narrow our focus. We aligned our goals and measurable outcomes to the new CA School Dashboard State and Local Indicators. This alignment will continue to help us ensure we are addressing all the State Priorities, creating transparency to our stakeholders, and addressing and holding the school accountable to the new standards for state accountability. Our goals were to highlight the major~~

emphasis on college ready instruction, monitoring student data and progress, and strong school culture systems and supports for our students' well being.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

Aspire Monarch Academy's greatest areas of progress have been the significant increases for all subgroups of students across all indicators. Our EL performance overall increased by 11.8%. In ELA, all subgroups increased significantly (overall increase of 55.2%; ELs by 55.6%, SED by 55.4%, and SpEd by 28.2%). In math, all subgroups increased significantly (ELs by 39.3%, SED by 39.5%, Latino by 39.1%). Our overall suspension rates declined significantly (3.1% overall, by 3.4% for our ELs, 3.2% SED, 7.2% Students w/Disabilities, 18.2% for African American students, and 2.7% for our Latino students).

We were able to achieve this progress through a continued focus on literacy, a school-wide focus on math, and a school-wide focus on internalization/planning of content. We continue to have targeted interventions for students in Tiers 2 and 3, utilizing an inclusion model to the best of our abilities, providing specific, ongoing professional development for teachers to support differentiated literacy and math instruction, and regularly tracking, monitoring, and analyzing data at the school-wide, classroom, and individual student levels.

In addition to maintaining these practices, our school will continue to work on increasing teacher capacity in allowing students to hold the majority of the cognitive engagement in all subject areas, increase the level at which students have access to anchor charts, targeted vocabulary instruction, and maintain the level of access to appropriate grade-level texts. We will also continue to maintain a positive school culture.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local

performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

While most indicators have shown significant growth, the indicator with the greatest need is:   
Overall Academic Performance in both ELA and Math for our Students with Disabilities.   
While the majority of our students showed growth overall, our Students with Disabilities did not show the same rate of growth as their peers. In order to increase our focus and efforts on increasing these metrics, we are going to work to integrate our Education Specialists into team planning meetings, hone in on regular tracking and monitoring data for these students, provide professional development to teachers and Education Specialists on standards-based instruction (including deepening our understanding of the CCSS, and to continue internalizing units and lessons in reading, writing, math, and content). We will work to deepen collaboration between Gen Ed classroom teachers and Education Specialists, including planning sessions and data talks.   
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Looking at the California School Dashboard, no state indicators show a performance gap.   
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

Please see answers in the description above of how we will increase student achievement for our greatest needs as well as services and initiatives taken to bridge the possible gaps that may appear.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION                                          | AMOUNT       |
|------------------------------------------------------|--------------|
| Total General Fund Budget Expenditures For LCAP Year | \$ 5,620,000 |

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Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year \$3,730,000

~~The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.~~

~~General fund expenditures not included in the LCAP consist of food services, insurance, rent, utilities and communication, leases and printing, home office contribution and regional office contribution.~~

| DESCRIPTION                                 | AMOUNT       |
|---------------------------------------------|--------------|
| Total Projected LCFF Revenues for LCAP Year | \$ 4,087,000 |

## Annual Update

### LCAP Year Reviewed: 2017-2018

~~Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.~~

## Goal 1

~~Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.~~

~~State and/or Local Priorities addressed by this goal:~~

~~State Priorities: 1,2,4~~

~~Local Priorities: NA~~

## Annual Measureable Outcomes

| Expected                                      | Actual                                                                          |
|-----------------------------------------------|---------------------------------------------------------------------------------|
| 24% of students Meeting/Exceeding on ELA SBAC | 16-17: 41% of students on ELA SBAC Meeting/Exceeding<br>17-18: Data coming soon |

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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|                                                                         |                                                                                  |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 21% of students Meeting/Exceeding on Math SBAC                          | 16-17: 37% of students on Math SBAC Meeting/Exceeding<br>17-18: Data coming soon |
| Increase by 5% of scholars Meeting/Exceeding Grade Level<br>Lexile Band | 19% of scholars Meeting/Exceeding Grade Level Lexile Bands                       |

|                                                                                                             |                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 80% of classes engaged in partial to fully aligned CCSS lessons during 2017-18 Leadership Walk observations | 80% of classes engaged in partial to fully aligned CCSS lessons during 2017-18 Leadership Walk observations |
| 100% of our student body have sufficient instructional materials                                            | 100% of our student body have sufficient instructional materials                                            |
| 100% of teachers are sufficiently credentialed                                                              | 100% of teachers are sufficiently credentialed                                                              |
| 90% of students in assigned grade-level will participate in new pilot CA Science Test (CAST)                | 100% of students in assigned grade-levels participated in new pilot for CA Science Test (CAST)              |

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

| Planned Actions/Services                                                   | Actual Actions/Services                                                                                                                                                                                                                                                                                                                                                                                                              | Budgeted Expenditures | Estimated Actual Expenditures |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| Implement Aspire-wide TK-5 math program                                    | We completed all planned actions and also:<br>-focused in lesson internalization in regional PDs and school-wide PDs<br>-used internal learning walks to diagnose areas of need<br>-trained coaches in using the Relay model of coaching and implemented school-wide<br>-re-designed coaching for teachers of greatest need<br>-participated in regional reading celebrations to celebrate reading growth with scholars and families | 1. _____ \$1,740,000  |                               |
| Implement region-wide TK-2 Foundational Skills program                     |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2. _____ \$135,000    |                               |
| Intensively support teachers in their first year with classroom management |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3. _____ \$227,000    |                               |
| Build capacity of leaders and teachers in NGSS                             |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4. _____ \$32,000     |                               |
| Introduce new ASLE and implement process                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5. _____ \$115,000    | 1. _____ \$1,740,000          |
| Implement TK-5 curricula (Close Reading and Workshop)                      |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6. _____ \$20,000     | 2. _____ \$135,000            |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 7. _____ \$12,000     | 3. _____ \$227,000            |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 8. _____ \$5,000      | 4. _____ \$32,000             |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1. _____ LCFF         | 5. _____ \$115,000            |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2. _____ LCFF         | 6. _____ \$20,000             |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3. _____ LCFF         | 7. _____ \$12,000             |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4. _____ Title II     | 8. _____ \$5,000              |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5. _____ LCFF         |                               |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6. _____ LCFF         |                               |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 7. _____ LCFF         |                               |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 8. _____ LCFF         |                               |

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|  |  |                                      |  |
|--|--|--------------------------------------|--|
|  |  | 1. Sal & Benefits-<br>All Teachers   |  |
|  |  | 2. Sal + Benefits-<br>Principal      |  |
|  |  | 3. Sal + Benefits-<br>AP Instruction |  |
|  |  | 4. Lead Stipends                     |  |
|  |  | 5. Books and<br>Materials            |  |
|  |  | 6. Travel and<br>Conferences         |  |
|  |  | 7. Computers                         |  |
|  |  | 8. Furniture                         |  |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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Overall implementation of the actions/services to achieve the goal have been successful. While this year marked a significant change in curricular adoption and diving deeper into Common Core State Standard aligned instruction, we continued our emphasis on independent reading, reader's workshop and close reading of grade-level complex texts. This supported our students making significant growth on ELA SBAC and adequate growth towards Lexile benchmarks. We also made growth in Math and hope to continue to improve after full implementation of Eureka math, a Common Core aligned math curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. Our first-year teachers received weekly coaching using the Relay Graduate School of Education framework to ensure their continued growth and success; and returning teachers received bi-weekly coaching using the same model. We noticed growth in both our Math and ELA SBAC aligned (Interim Comprehensive Assessment) data from mid last year to mid this year; as well, as growth in students' Lexile levels as measured by the STAR reading assessment. In our lower grades, we have focused heavily on foundational literacy skills, which has enabled students to have the skills necessary for reading. Finally, we focused heavily on close reading and data monitoring in 3<sup>rd</sup>–5<sup>th</sup> grade classes, which supported achievement toward the articulated goal.

~~Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Estimated actual expenditures meet or exceed budgeted expenditures.~~

~~Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.~~

~~As the curricular changes were made at the beginning of this past school year, we will continue our three-year focus on CCSS and NGSS-aligned instruction that increases the rigor of students' tasks, change instructional practices our educators implement, and increase our assessment performance as the actual goals and services for the 2018-2019 school year remain unchanged.~~

~~Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.~~

Goal 2

~~Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.~~

~~State and/or Local Priorities addressed by this goal:~~

~~State Priorities: 4~~

~~Local Priorities: NA~~

Annual Measureable Outcomes

| Expected                                                                                          | Actual                                                                                                        |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <del>Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups:</del> | <del>16-17: Increase &gt;1% for FRL and 23.4% for SpEd; decrease of 7.9% on ELA SBAC Meeting/Exceeding:</del> |
| <del>FRL: 38% — EL: 17% — SPED: 13%</del>                                                         | <del>FRL: 39.3% — EL: 9.1% — SPED: 36.4%</del>                                                                |
|                                                                                                   | <del>17-18: Data coming soon</del>                                                                            |

Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups:

FRL: 29% — EL: 17% — SPED: 10%

Increase 7.6% for FRL and 26.4% for SpEd; decrease of 5.3% on Math SBAC Meeting/Exceeding:

FRL: 36.6% — EL: 11.7% — SPED: 36.4%

|                                                                                 |                                                                                                                         |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|                                                                                 | 17-18: Data coming soon                                                                                                 |
| <b>Increase 7% of students progressing in proficiency bands on CELDT:</b>       | In 2016-17, 52% of our students made annual growth targets. Baseline data for the new assessment, ELPAC, is coming soon |
| 49% of our students made annual growth targets                                  |                                                                                                                         |
| <b>Increase 7% of students reclassified as Fluent English Proficient: 23.5%</b> | 23.2% were reclassified                                                                                                 |

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

| Planned Actions/Services                                                                                                                                                                                                                                                                                                | Actual Actions/Services                                                                                                                                                                                                       | Budgeted Expenditures                                                                                                                                                                                                                                                                      | Estimated Actual Expenditures                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims)<br>Monitor progress of EL scholars to drive instructional strategies through Tier 1 program<br>Implement regional collaborative data protocol<br>Use LLI for Tier 3 intervention & SPED instruction | We completed all planned actions and also:<br>-conducted bi-weekly data talks with all teachers to analyze ELA and Math data on an ongoing basis<br>-conducted a mid-year deep dive into school-wide and classroom-level data | 1 Duplicate Goal 1<br>2 \$145,000<br>3 Duplicate Goal 1<br>4 \$70,000<br>5 \$45,000<br>6 \$85,000<br>7 \$270,000<br>8 Duplicate Goal 1<br>9 \$30,000<br>10 \$40,000<br>11 \$15,000<br><br>1 Duplicate Goal 1<br>2 LCFF, Title I and II<br>3 Duplicate Goal 1<br>4 LCFF<br>5 LCFF<br>6 ASES | 1 Duplicate Goal 1<br>2 \$145,000<br>3 Duplicate Goal 1<br>4 \$70,000<br>5 \$45,000<br>6 \$85,000<br>7 \$270,000<br>8 Duplicate Goal 1<br>9 \$30,000<br>10 \$40,000<br>11 \$15,000 |

|  |  |                                                |  |
|--|--|------------------------------------------------|--|
|  |  | 7 — LCFF/Sped                                  |  |
|  |  | 8 — Duplicate Goal 1                           |  |
|  |  | 9 — LCFF                                       |  |
|  |  | 10 — LCFF                                      |  |
|  |  | 11 — LCFF                                      |  |
|  |  | 1 — Sal + Benefits—<br>All Teachers            |  |
|  |  | 2 — Sal + Benefits—<br>Intervention Specialist |  |
|  |  | 3 — Sal + Benefits—<br>Assistant Principal     |  |
|  |  | 4 — Sal + Benefits—<br>Blended Learning staff  |  |
|  |  | 5 — Sal + Benefits—<br>Liberian                |  |
|  |  | 6 — Sal + Benefits—<br>After School Staff      |  |
|  |  | 7 — Sal + Benefits—<br>Sped Staff              |  |
|  |  | 8 — Books and<br>Materials                     |  |
|  |  | 9 — Software                                   |  |
|  |  | 10 — Educational<br>Consultants                |  |
|  |  | 11 — Other<br>Professional Services            |  |

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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~~It is evident that our multi-tiered approach to supporting students in instruction, as well as, providing access to ongoing intervention was consistent and had a clear impact on our Students with Disabilities as seen in their increase in progress in proficiency bands in both ELA and Math. Our continued focus on literacy instruction and tiered intervention, regular progress-monitoring as also evident in our (meeting/exceeding) percentage of students receiving Free or Reduced Lunch on both ELA and Math portions of the SBAC.~~

~~We incorporated regular cycles of inquiry to dive deeper into school-wide, classroom, and individual student-level data, using formative assessments to drive instruction, and will continue to focus on this next year.~~

~~Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.~~

~~Our focus on supporting our English Learners and marginalized students through actionable data protocols and a Response to Intervention Tiered model were effective in supporting growth for our students on the CELDT. Our systems need to be more focused on analyzing the success of our FRL, EL, and SPED population on rigorous state exams and CCSS aligned instruction throughout the school year. Also, we are looking forward to seeing what the baseline data of the new ELPAC assessment will reveal.~~

~~Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.~~

~~Estimated actual expenditures meet or exceed budgeted expenditures.~~

~~Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.~~

~~Our Aspire wide, Regional and School specific initiatives, focused on increased supports for English Learning is at the beginning of a three year implementation. Also, our continued collaborative data protocols, robust RtI system, and Tier 1 strategies for supporting students is in place and will continue. The actual goals and services for the 2018-2019 school year remain unchanged.~~

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~~Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.~~

## Goal 3

~~Deepen social emotional learning and implement school culture systems, trauma informed mental health practices, and behavioral health interventions in positive, safe school conditions.~~

~~State and/or Local Priorities addressed by this goal:~~

~~State Priorities: 1,3,4,5,6~~

~~Local Priorities: NA~~

Annual Measureable Outcomes

| Expected                                                               | Actual                                       |
|------------------------------------------------------------------------|----------------------------------------------|
| All subgroups will achieve and maintain a 95% or above attendance rate | Overall attendance rate: 95.8%<br>FRL: 95.9% |

|                                                                                                           |                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                           | EL: 96.0%<br>SpEd: 95.2%                                                                                                                                                                                                                                   |
| Decrease suspension rate by 25% or maintain 1% or lower                                                   | .5% Suspension Rate                                                                                                                                                                                                                                        |
| Decrease chronic absenteeism rate by 25% from baseline data                                               | 10.6% Chronic Absenteeism Rate                                                                                                                                                                                                                             |
| Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey | This question no longer applies. The new question asks what teachers do when students misbehave in class. 93% of students reported that when students misbehave in class, their teacher talks with them to make better choices per Aspire's Student Survey |
| Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's Family Survey   | 97% of families feeling safe and welcomed at school per Aspire Family Survey                                                                                                                                                                               |
| School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better     | School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Good"                                                                                                                                                                |
| Maintain a 0% expulsion rate                                                                              | 0% Expulsion Rate                                                                                                                                                                                                                                          |

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

| Planned Actions/Services                                                                                                                                                                                                                                                                         | Actual Actions/Services                                                                                                                                                                                                                                                                                                                                                                                        | Budgeted Expenditures                                                                                                                                  | Estimated Actual Expenditures                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sustain Toolbox implementation<br>Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices<br>Identify a vision for Mental Health program<br>Ensure efficient and effective ongoing school site operations<br>Develop and implement year-round enrollment plan | We completed all planned actions and also:<br>-conducted a whole staff introduction to RULER, a research-proven, developmentally appropriate curriculum during which adults and students become more emotionally intelligent (rolling out fully in 18-19)<br>-conducted whole school learning walks as an Administrative team to gain more understanding of school culture and implementation of SEL learning. | 1 Duplicate of Goal 1<br>2 Duplicate of Goal 2<br>3 Duplicate of Goal 1<br>4 \$90,000<br>5 \$400,000<br>6 Duplicate of Goal 2<br>7 Duplicate of Goal 1 | 1 Duplicate of Goal 1<br>2 Duplicate of Goal 2<br>3 Duplicate of Goal 1<br>4 \$90,000<br>5 \$400,000<br>6 Duplicate of Goal 2<br>7 Duplicate of Goal 1 |

|                                                    |  |                                                     |                                   |
|----------------------------------------------------|--|-----------------------------------------------------|-----------------------------------|
| Ensure ongoing facilities maintenance and planning |  | <del>8 Duplicate of Goal 1</del>                    | <del>8 Duplicate of Goal 1</del>  |
|                                                    |  | <del>9 Duplicate of Goal 2</del>                    | <del>9 Duplicate of Goal 2</del>  |
|                                                    |  | <del>10 Duplicate of Goal 2</del>                   | <del>10 Duplicate of Goal 2</del> |
|                                                    |  | <del>11 \$15,000</del>                              | <del>11 \$15,000</del>            |
|                                                    |  | <del>12 25,000</del>                                | <del>12 25,000</del>              |
|                                                    |  | <del>1 Duplicate of Goal 1</del>                    |                                   |
|                                                    |  | <del>2 Duplicate of Goal 2</del>                    |                                   |
|                                                    |  | <del>3 Duplicate of Goal 1</del>                    |                                   |
|                                                    |  | <del>4 LCFF &amp; Tittle I</del>                    |                                   |
|                                                    |  | <del>5 LCFF</del>                                   |                                   |
|                                                    |  | <del>6 Duplicate of Goal 2</del>                    |                                   |
|                                                    |  | <del>7 Duplicate of Goal 1</del>                    |                                   |
|                                                    |  | <del>8 Duplicate of Goal 1</del>                    |                                   |
|                                                    |  | <del>9 Duplicate of Goal 2</del>                    |                                   |
|                                                    |  | <del>10 Duplicate of Goal 2</del>                   |                                   |
|                                                    |  | <del>11 LCFF</del>                                  |                                   |
|                                                    |  | <del>12 LCFF</del>                                  |                                   |
|                                                    |  | <del>1 Sal + Benefits- Teachers</del>               |                                   |
|                                                    |  | <del>2 Sal + Benefits- Blended Learning Staff</del> |                                   |
|                                                    |  | <del>3 Sal + Benefits- Assistant Principal</del>    |                                   |

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|  |  |                                             |  |
|--|--|---------------------------------------------|--|
|  |  | 4 Sal + Benefits-<br>Counselors             |  |
|  |  | 5 Sal + Benefits-<br>School Operation Staff |  |
|  |  | 6 Sal + Benefits-<br>After School Staff     |  |
|  |  | 7 Books &<br>Materials                      |  |
|  |  | 8 Travel and<br>Conferences                 |  |
|  |  | 9 Software                                  |  |
|  |  | 10 Educational<br>Consultants               |  |
|  |  | 11 Repair and<br>Maintenance                |  |
|  |  | 12 Facility<br>Contractors                  |  |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

As an organization, we are recognizing the importance of a coherent social-emotional learning curriculum and are, therefore, adopting a new curriculum in 18-19 called RULER. As a school, we did effectively implement our continued focus on a supportive Behavior Wellness-Response to Intervention team, a robust Mental Health program, and steady maintenance of facilities. We implemented incentives for improved attendance; however, are still considering ways to support a decrease in chronic absenteeism.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our suspension rate, chronic absenteeism rate are lower than expected; and our attendance continues to remain between 95-96%. This proves that we will need to be more responsive to our students and families' needs this upcoming school year. In particular, we are brainstorming ways to support students and families with chronic absenteeism, and bridging home-school with our social-emotional learning. We remain committed to fostering effective changes in these areas as they dramatically impact learning and our school environment.

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~~Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.~~

~~Estimated actual expenditures meet or exceed budgeted expenditures.~~

~~Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.~~

~~The most important change to our future actions, as modified in our 2018-2019 Actions and Services is the implementation of a new Social Emotional Learning curriculum for all students and stakeholders named RULER. This will not impact funding allocation as we are prioritizing funding for a different curriculum than had been prioritized for Toolbox in the past. The remainder of our goals and metrics and expected outcomes for the next school year remain focused on lowering both our absentee rates and suspension rates back to lower than they were in the previous school year.~~

## Stakeholder Engagement

~~LCAP Year: 2018-2019~~

### Involvement Process for LCAP and Annual Update

~~How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?~~

~~Aspire Monarch Academy conducts three major surveys during the school year — a parent, student, and teammate survey. These surveys are administered in the winter of each school year and gather quantitative data on school climate, academic satisfaction, and safety at school, engagement and participation.~~

~~Additionally, the following meetings were held to inform the reflection and planning process for this LCAP/Annual Review and Analysis:~~

~~School Site Council meeting held May 21, 2018.~~

~~School Site Leadership Team meetings held April 10 & April 17~~

~~LCAP Regional Leadership Meetings held Feb 3, March & April 2018)~~

~~Family Connections Meeting: April 24, 2018~~

~~Monarch Admin Site Meeting: May 16, 2018~~

~~Student-Led Conferences: Spring 2018~~

~~**Total LCAP meetings: 9**~~

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The top themes that emerged from the stakeholder input sessions were:

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**Families:**

- their children are able to tell them the goals they are trying to accomplish in school
- when necessary, their child(ren)'s teacher connect their child and/or family with community resources to support learning (i.e. suggested websites, after-school programs, summer programs, tutoring)
- overall, their child(ren) are getting a good education with their teacher
- teachers truly care about their child(ren)
- teachers value the cultural diversity of students at the school
- would like to see increased communication by sending letters and flyers home in the mail, not just in Friday folders
- would like to see continued incentives for attendance
- would like to see a back to school night

*Incorporated into Goal 3, Action 1*

**Students:**

- feel their teachers care about them
- their teachers help them set goals

*Incorporated into Goal 3, Action 1*

**Teammates:**

- continue the use of a social emotional learning curriculum
- continue the work we have begun this year, including implementation of our reading, writing, and math instruction

*Incorporated into Goal 1, Action 1*

**Goals, Actions, & Services**

**Strategic Planning Details and Accountability**

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.  
(Select from New Goal, Modified Goal, or Unchanged Goal)  
Unchanged Goal

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**Goal 1**

Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4

Local Priorities: NA

**Identified Need:**

Increase student achievement through a rigorously aligned standard-based curriculum in order to better prepare all students for college and careers

**Expected Annual Measureable Outcomes**

| Metrics/Indicators                                                                                                                 | Baseline                                                                                                    | 2017-18                                                                                                     | 2018-19                                                                                                     | 2019-20                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Increase by 5% of students on ELA SBAC Meeting/Exceeding</b>                                                                    | 19% (2015-16) M/E                                                                                           | 24% of students Meeting/Exceeding on ELA SBAC                                                               | 29% of students Meeting/Exceeding on ELA SBAC                                                               | 34% of students Meeting/Exceeding on ELA SBAC                                                                 |
| <b>Increase by 5% of students on Math SBAC Meeting/Exceeding</b>                                                                   | 16% (2015-16) M/E                                                                                           | 21% of students Meeting/Exceeding on Math SBAC                                                              | 26% of students Meeting/Exceeding on Math SBAC                                                              | 31% of students Meeting/Exceeding on Math SBAC                                                                |
| <b>Increase by 5% of scholars Meeting/Exceeding Grade Level Lexile Band</b>                                                        | 19% (2016-17) M/E                                                                                           | 24% of students Meeting/Exceeding Grade Level Lexile Band                                                   | 29% of students Meeting/Exceeding Grade Level Lexile Band                                                   | 34% of students Meeting/Exceeding Grade Level Lexile Band                                                     |
| <b>Implementation of state standards: % of classrooms demonstrating partial or full alignment to standards on Leadership Walks</b> | 72% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations | 80% of classes engaged in partial to fully aligned CCSS lessons during 2017-18 Leadership Walk observations | 85% of classes engaged in partial to fully aligned CCSS lessons during 2018-19 Leadership Walk observations | 90% of classes engaged in partial to fully aligned CCSS lessons during 2019-2020 Leadership Walk observations |
| <b>Sufficient instructional materials</b>                                                                                          | 100% of our student body have sufficient instructional materials                                            | 100% of our student body have sufficient instructional materials                                            | 100% of our student body have sufficient instructional materials                                            | 100% of our student body have sufficient instructional materials                                              |
| <b>Teacher credentials for core subjects</b>                                                                                       | 100% of teachers are sufficiently credentialed                                                              | 100% of teachers are sufficiently credentialed                                                              | 100% of teachers are sufficiently credentialed                                                              | 100% of teachers are sufficiently credentialed                                                                |

|         |                                                                            |                                                                                              |                                                                                  |                                                                                                                                     |
|---------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Science | 90% of students will participate in CST Science in applicable grade levels | 90% of students in assigned grade level will participate in new pilot CA Science Test (CAST) | 90% of students in assigned grade level will participate in field test CAST test | 90% of students in assigned grade level will participate in operational CAST AND 50% of those students will meet/exceed grade level |
|---------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action\_\_\_\_\_1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| <u>Students to be Served:</u><br>(Select from All, Students with Disabilities, or Specific Student Groups) | <u>Location(s):</u><br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| All Students                                                                                               | All schools                                                                                      |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| <u>Students to be Served:</u><br>(Select from English Learners, Foster Youth, and/or Low Income) | <u>Scope of Services:</u><br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | <u>Location(s):</u><br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| NA                                                                                               | NA                                                                                                           | NA                                                                                              |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| New                                                 | Unchanged Goal                                      | Unchanged                                           |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|--------------------------|--------------------------|--------------------------|
|--------------------------|--------------------------|--------------------------|

|                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Implement Aspire-wide TK-5 math program</p> <p>Implement region-wide TK-2 Foundational Skills program</p> <p>Intensively support teachers in their first year with classroom management</p> <p>Build capacity of leaders and teachers in NGSS</p> <p>Introduce new AIR rubric and implement process</p> <p>Implement TK-5 curricula (Close Reading and Workshop</p> | <ul style="list-style-type: none"><li>● Deepen TK-5 math instruction</li><li>● Deepen TK-5 literacy instruction</li><li>● Intensively support teachers in their first year with classroom management</li><li>● Implement NGSS instruction in grades 3-5</li><li>● Full implementation of new ASLF</li><li>● Pilot culturally responsive teaching practices in new ASLF</li><li>● Aspire-wide IP roll-out TBD</li></ul> | <p>Deepen TK-5 math instruction</p> <p>Deepen TK-5 literacy instruction</p> <p>Intensively support teachers in their first year with classroom management</p> <p>Implement NGSS instruction in grades K-5</p> <p>Implement culturally responsive teaching practices in new ASLF</p> <p>Aspire-wide IP roll-out TBD</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Budgeted Expenditures**

| <b>Year</b>             | <b>2017-18</b>                                                                                                                                                                                                                                                                                                                                       | <b>2018-19</b>                                                                                                                                                                                                                                                                                                                                       | <b>2019-20</b> |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Amount</b>           | 1. <del>_____</del> \$1,740,000<br>2. <del>_____</del> \$135,000<br>3. <del>_____</del> \$227,000<br>4. <del>_____</del> \$32,000<br>5. <del>_____</del> \$115,000<br>6. <del>_____</del> \$20,000<br>7. <del>_____</del> \$12,000<br>8. <del>_____</del> \$5,000                                                                                    | 1. <del>_____</del> \$1,740,000<br>2. <del>_____</del> \$135,000<br>3. <del>_____</del> \$368,000<br>4. <del>_____</del> \$32,000<br>5. <del>_____</del> \$115,000<br>6. <del>_____</del> \$12,000<br>7. <del>_____</del> \$7,000<br>8. <del>_____</del> \$2,000                                                                                     | See 2018-19    |
| <b>Source</b>           | 1. <del>_____</del> LCFF<br>2. <del>_____</del> LCFF<br>3. <del>_____</del> LCFF<br>4. <del>_____</del> Title II<br>5. <del>_____</del> LCFF<br>6. <del>_____</del> LCFF<br>7. <del>_____</del> LCFF<br>8. <del>_____</del> LCFF                                                                                                                     | 1. <del>_____</del> LCFF<br>2. <del>_____</del> LCFF<br>3. <del>_____</del> LCFF<br>4. <del>_____</del> Title II<br>5. <del>_____</del> LCFF<br>6. <del>_____</del> LCFF<br>7. <del>_____</del> LCFF<br>8. <del>_____</del> LCFF                                                                                                                     | See 2018-19    |
| <b>Budget Reference</b> | 1. <del>_____</del> Sal & Benefits—All Teachers<br>2. <del>_____</del> Sal + Benefits—Principal<br>3. <del>_____</del> Sal + Benefits—AP Instruction<br>4. <del>_____</del> Lead Stipends<br>5. <del>_____</del> Books and Materials<br>6. <del>_____</del> Travel and Conferences<br>7. <del>_____</del> Computers<br>8. <del>_____</del> Furniture | 1. <del>_____</del> Sal & Benefits—All Teachers<br>2. <del>_____</del> Sal + Benefits—Principal<br>3. <del>_____</del> Sal + Benefits—AP Instruction<br>4. <del>_____</del> Lead Stipends<br>5. <del>_____</del> Books and Materials<br>6. <del>_____</del> Travel and Conferences<br>7. <del>_____</del> Computers<br>8. <del>_____</del> Furniture | See 2018-19    |

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.  
(Select from New Goal, Modified Goal, or Unchanged Goal)  
Unchanged Goal

Goal 2

Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

State and/or Local Priorities addressed by this goal:

State Priorities: 4  
Local Priorities: NA

Identified Need:

The need to drive improvements with a focus on English Learners and students receiving Special Education services.

Expected Annual Measureable Outcomes

| Metrics/Indicators                                                                     | Baseline                                                  | 2017-18                                        | 2018-19                          | 2019-20                          |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------|----------------------------------|----------------------------------|
| Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups  | 2015-16<br>FRL: 31%<br>EL: 10%<br>SPED: 6%                | FRL: 38%<br>EL: 17%<br>SPED: 13%               | FRL: 45%<br>EL: 24%<br>SPED: 20% | FRL: 52%<br>EL: 31%<br>SPED: 27% |
| Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups | 2015-16<br>FRL: 22%<br>EL: 10%<br>SPED: 3%                | FRL: 29%<br>EL: 17%<br>SPED: 10%               | FRL: 36%<br>EL: 24%<br>SPED: 17% | FRL: 43%<br>EL: 31%<br>SPED: 20% |
| Increase 7% of students progressing in proficiency bands on CELDT                      | 2015-16<br>42% of our students made annual growth targets | 49% of our students made annual growth targets | Discontinued                     | Discontinued                     |

|                                                                   |                  |       |       |       |
|-------------------------------------------------------------------|------------------|-------|-------|-------|
| Increase 7% of students reclassified as Fluent English Proficient | 2015-16<br>16.5% | 23.5% | 30.5% | 37.5% |
|-------------------------------------------------------------------|------------------|-------|-------|-------|

|       |                         |          |                                                    |                                                    |
|-------|-------------------------|----------|----------------------------------------------------|----------------------------------------------------|
| ELPAC | 2017-18<br>Baseline TBD | Baseline | Target to be set after we<br>receive baseline data | Target to be set after we<br>receive baseline data |
|-------|-------------------------|----------|----------------------------------------------------|----------------------------------------------------|

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

NA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, FRL

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged Goal

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20  
Actions/Services

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                               |                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims)<br>Monitor progress of EL scholars to drive instructional strategies through Tier 1 program<br>Implement regional collaborative data protocol<br>Use LLI for Tier 3 intervention & SPED instruction | Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims)<br>Monitor progress of EL scholars to drive instructional strategies through Tier 1 program<br>Implement regional collaborative data protocol<br>Use LLI for Tier 3 intervention & SPED instruction<br>Region-wide roll-out of EL support | Maintained previous years actions |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|

## Budgeted Expenditures

| Year             | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2018-19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2019-20     |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Amount           | <del>1 Duplicate Goal 1</del><br><del>2 \$145,000</del><br><del>3 Duplicate Goal 1</del><br><del>4 \$70,000</del><br><del>5 \$45,000</del><br><del>6 \$85,000</del><br><del>7 \$270,000</del><br><del>8 Duplicate Goal 1</del><br><del>9 \$30,000</del><br><del>10 \$40,000</del><br><del>11 \$15,000</del>                                                                                                                                                                                                   | <del>1 Duplicate Goal 1</del><br><del>2 \$170,000</del><br><del>3 Duplicate Goal 1</del><br><del>4 \$70,000</del><br><del>5 \$70,000</del><br><del>6 \$85,000</del><br><del>7 \$270,000</del><br><del>8 Duplicate Goal 1</del><br><del>9 \$30,000</del><br><del>10 \$40,000</del><br><del>11 \$15,000</del>                                                                                                                                                                                                   | See 2018-19 |
| Source           | <del>1 Duplicate Goal 1</del><br><del>2 LCFF, Title I and II</del><br><del>3 Duplicate Goal 1</del><br><del>4 LCFF</del><br><del>5 LCFF</del><br><del>6 ASES</del><br><del>7 LCFF/Sped</del><br><del>8 Duplicate Goal 1</del><br><del>9 LCFF</del><br><del>10 LCFF</del><br><del>11 LCFF</del>                                                                                                                                                                                                                | <del>1 Duplicate Goal 1</del><br><del>2 LCFF, Title I and II</del><br><del>3 Duplicate Goal 1</del><br><del>4 LCFF</del><br><del>5 LCFF</del><br><del>6 ASES</del><br><del>7 LCFF/Sped</del><br><del>8 Duplicate Goal 1</del><br><del>9 LCFF</del><br><del>10 LCFF</del><br><del>11 LCFF</del>                                                                                                                                                                                                                | See 2018-19 |
| Budget Reference | <del>1 Sal + Benefits - All Teachers</del><br><del>2 Sal + Benefits - Intervention Specialist</del><br><del>3 Sal + Benefits - Assistant Principal</del><br><del>4 Sal + Benefits - Blended Learning staff</del><br><del>5 Sal + Benefits - Liberian</del><br><del>6 Sal + Benefits - After School Staff</del><br><del>7 Sal + Benefits - Sped Staff</del><br><del>8 Books and Materials</del><br><del>9 Software</del><br><del>10 Educational Consultants</del><br><del>11 Other Professional Services</del> | <del>1 Sal + Benefits - All Teachers</del><br><del>2 Sal + Benefits - Intervention Specialist</del><br><del>3 Sal + Benefits - Assistant Principal</del><br><del>4 Sal + Benefits - Blended Learning staff</del><br><del>5 Sal + Benefits - Liberian</del><br><del>6 Sal + Benefits - After School Staff</del><br><del>7 Sal + Benefits - Sped Staff</del><br><del>8 Books and Materials</del><br><del>9 Software</del><br><del>10 Educational Consultants</del><br><del>11 Other Professional Services</del> | See 2018-19 |

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.  
(Select from New Goal, Modified Goal, or Unchanged Goal)  
Unchanged Goal

### Goal 3

Deepen social-emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

#### State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6

Local Priorities: NA

#### Identified Need:

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

#### Expected Annual Measureable Outcomes

| Metrics/Indicators                                                                                                                                                      | Baseline                                    | 2017-18                                                     | 2018-19                                                     | 2019-20                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| All subgroups will achieve and maintain a 95% or above attendance rate                                                                                                  | 96.4% (15-16)                               | 96.4%                                                       | 95.8% (as of May 2018)                                      | 95% or above                                                |
| Decrease suspension rate by 25% or maintain 1% or lower                                                                                                                 | 3.8% (15-16)                                | 1.2%                                                        | 0.5% (as of May 2018)                                       | Decrease suspension rate by 25% or maintain 1% or lower     |
| Decrease chronic absenteeism rate by 25% from baseline data                                                                                                             | 5.4% (16-17)                                | Decrease chronic absenteeism rate by 25% from baseline data | Decrease chronic absenteeism rate by 25% from previous year | Decrease chronic absenteeism rate by 25% from previous year |
| Maintain a 90% or higher rate of students saying when the students misbehave in class, their teacher talks with them to make better choices per Aspire's Student Survey | 93% of students reported yes (16-17 survey) | 93% of students reported yes                                | Maintain 90% or higher                                      | Maintain 90% or higher                                      |
| Maintain a 90% or higher rate of parents reporting the school provides a safe environment for their child per Aspire's Family Survey                                    | 93% of families reported yes                | 97% of families reported yes                                | Maintain 90% or higher                                      | Maintain 90% or higher                                      |
| School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better                                                                   | Good                                        | Good                                                        | Maintain Fair status or better                              | Maintain Fair status or better                              |
| Maintain a 0% expulsion rate                                                                                                                                            | 0%                                          | 0%                                                          | 0%                                                          | 0%                                                          |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged Goal

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Sustain Toolbox implementation</p> <p>Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices</p> <p>Identify a vision for Mental Health program</p> <p>Ensure efficient and effective ongoing school site operations</p> <p>Develop and implement year-round enrollment plan</p> <p>Ensure ongoing facilities maintenance and planning</p> | <p>Sustain social emotional learning program</p> <p>Mental Health team systems &amp; practices</p> <p>Behavior Health Interventions</p> <p>Maintain efficient and effective ongoing school site operations</p> <p>Consistently implement year-round enrollment plan</p> <p>Ensure ongoing facilities maintenance and planning</p> | <p>Sustain social emotional learning program and mental and behavior health interventions</p> <p>Maintain efficient and effective ongoing school site operations</p> <p>Consistently implement year-round enrollment plan</p> <p>Ensure ongoing facilities maintenance and planning</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Budgeted Expenditures**

| <b>Year</b>             | <b>2017-18</b>                                                                                                                                                                                                                                                                                                               | <b>2018-19</b>                                                                                                                                                                                                                                                                                                               | <b>2019-20</b> |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Amount</b>           | 1 — Duplicate of Goal 1<br>2 — Duplicate of Goal 2<br>3 — Duplicate of Goal 1<br>4 — \$90,000<br>5 — \$400,000<br>6 — Duplicate of Goal 2<br>7 — Duplicate of Goal 1<br>8 — Duplicate of Goal 1<br>9 — Duplicate of Goal 2<br>10 — Duplicate of Goal 2<br>11 — \$15,000<br>12 — 25,000                                       | 1 — Duplicate of Goal 1<br>2 — Duplicate of Goal 2<br>3 — Duplicate of Goal 1<br>4 — \$90,000<br>5 — \$400,000<br>6 — Duplicate of Goal 2<br>7 — Duplicate of Goal 1<br>8 — Duplicate of Goal 1<br>9 — Duplicate of Goal 2<br>10 — Duplicate of Goal 2<br>11 — \$10,000<br>12 — \$30,000                                     | See 2018-19    |
| <b>Source</b>           | 1 — Duplicate of Goal 1<br>2 — Duplicate of Goal 2<br>3 — Duplicate of Goal 1<br>4 — LCFF & Tittle I<br>5 — LCFF<br>6 — Duplicate of Goal 2<br>7 — Duplicate of Goal 1<br>8 — Duplicate of Goal 1<br>9 — Duplicate of Goal 2<br>10 — Duplicate of Goal 2<br>11 — LCFF<br>12 — LCFF                                           | 1 — Duplicate of Goal 1<br>2 — Duplicate of Goal 2<br>3 — Duplicate of Goal 1<br>4 — LCFF & Tittle I<br>5 — LCFF<br>6 — Duplicate of Goal 2<br>7 — Duplicate of Goal 1<br>8 — Duplicate of Goal 1<br>9 — Duplicate of Goal 2<br>10 — Duplicate of Goal 2<br>11 — LCFF<br>12 — LCFF                                           | See 2018-19    |
| <b>Budget Reference</b> | 1 — Sal + Benefits – Teachers<br>2 — Sal + Benefits – Blended Learning Staff<br>3 — Sal + Benefits – Assistant Principal<br>4 — Sal + Benefits – Counselors<br>5 — Sal + Benefits – School Operation Staff<br>6 — Sal + Benefits – After School Staff<br>7 — Books & Materials<br>8 — Travel and Conferences<br>9 — Software | 1 — Sal + Benefits – Teachers<br>2 — Sal + Benefits – Blended Learning Staff<br>3 — Sal + Benefits – Assistant Principal<br>4 — Sal + Benefits – Counselors<br>5 — Sal + Benefits – School Operation Staff<br>6 — Sal + Benefits – After School Staff<br>7 — Books & Materials<br>8 — Travel and Conferences<br>9 — Software | See 2018-19    |

|  |                            |                            |  |
|--|----------------------------|----------------------------|--|
|  | 10 Educational Consultants | 10 Educational Consultants |  |
|  | 11 Repair and Maintenance  | 11 Repair and Maintenance  |  |
|  | 12 Facility Contractors    | 12 Facility Contractors    |  |

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|------------------------------------------------------|--------------------------------------------|
| \$817,392                                            | 27%                                        |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2017-2018 school year, \$817,392 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 27%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

| <u>Estimated Supplemental and Concentration Grant Funds</u> | <u>Percentage to Increase or Improve Services</u> |
|-------------------------------------------------------------|---------------------------------------------------|
| \$ 961,171                                                  | 23.5%                                             |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2018-2019 school year, \$961,171 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2018-2019 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 23.5%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated

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~~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.

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#### Mathematics Placement Policy

~~If Charter School serves ninth grade,~~ Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

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#### Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

#### Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services

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by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

#### Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

|                    | <u>Projected Student Enrollment for Each Year by Grade Level and Total Enrollment</u> |                             |                             |                             |                             |
|--------------------|---------------------------------------------------------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>Grade Level</u> | <u>Year 1<br/>2027-2028</u>                                                           | <u>Year 2<br/>2028-2029</u> | <u>Year 3<br/>2029-2030</u> | <u>Year 4<br/>2030-2031</u> | <u>Year 5<br/>2031-2032</u> |
| <u>TK</u>          | <u>40</u>                                                                             | <u>40</u>                   | <u>40</u>                   | <u>40</u>                   | <u>38</u>                   |
| <u>K</u>           | <u>69</u>                                                                             | <u>69</u>                   | <u>69</u>                   | <u>69</u>                   | <u>66</u>                   |
| <u>1</u>           | <u>48</u>                                                                             | <u>68</u>                   | <u>69</u>                   | <u>69</u>                   | <u>67</u>                   |
| <u>2</u>           | <u>50</u>                                                                             | <u>50</u>                   | <u>67</u>                   | <u>67</u>                   | <u>67</u>                   |
| <u>3</u>           | <u>50</u>                                                                             | <u>50</u>                   | <u>53</u>                   | <u>66</u>                   | <u>64</u>                   |
| <u>4</u>           | <u>66</u>                                                                             | <u>52</u>                   | <u>52</u>                   | <u>52</u>                   | <u>63</u>                   |
| <u>5</u>           | <u>62</u>                                                                             | <u>65</u>                   | <u>52</u>                   | <u>52</u>                   | <u>50</u>                   |
| <u>Total</u>       | <u>385</u>                                                                            | <u>394</u>                  | <u>402</u>                  | <u>415</u>                  | <u>415</u>                  |

#### Special Education

##### Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School is its own local educational agency ("LEA") and holds membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA. Proof of LEA SELPA membership status is attached in Appendix II.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education on or before June 30<sup>th</sup> of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through Aspire Public Schools, certified non-public agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

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#### Section 504 of the Rehabilitation Act

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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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

In instances where a student may be eligible for 504 protections, 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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:

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- 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 that 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.

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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 which may indicate possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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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.

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

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All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will receive relevant portions 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 the student 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

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

In the IEP process, general education teachers, specialists, administrators, students, and parents work together to share information and create the Individualized Education Program that addresses the student's unique learning needs and supports and services related to a student's disability. The IEP may include specialized academic instruction, related services, classroom accommodations or specific supports which will enable a student to progress towards learning or social/emotional/behavioral goals in the least restrictive environment.

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#### The Charter School's Mission

The professional development of all Monarch's 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 State Standards or Aspire College Readiness outcomes.

The Charter School's educational program includes systems of intervention, 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 English Learners, or students with disabilities. Other measures used to assist with differentiating instruction for all students or providing appropriate interventions include:

- Smarter Balanced Assessment Consortium assessments
- ELPAC
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

#### Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

#### Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional education that allows them to excel inside and needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

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The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

#### Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

#### IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

#### IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

#### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

#### Interim and Initial Placements of New Charter School Students

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The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Schools/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for, special education services.

#### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### Due Process Hearings

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The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

#### SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

#### Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

The Aspire Regional Director of Special Education will involve the Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. The Aspire Regional Director of Special Education will assign a Regional Special Education Teammate (i.e. Program Specialist or Senior Regional Manager) to support the Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEA are met, and each child is well served.

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 on best practices that support the specialized learning needs of students with disabilities in the least restrictive environment. Differentiated opportunities to address individual professional development needs will be available, 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, the SELPA, and other organizations with researched based practices that support students with disabilities.

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~~the classroom. The Charter School seeks to achieve this mission~~Community Need for Aspire Monarch Academy

Aspire Monarch Academy, located at 1445 101st Avenue in Oakland, serves students and families in East Oakland and nearby communities. Oakland is known for its deep cultural roots and diversity, shaped by a history that stretches back thousands of years to the Ohlone people. Today, the city is home to residents from a wide range of racial, ethnic, and linguistic backgrounds, with more than 125 languages spoken. Aspire Monarch Academy reflects this richness, with a student population that is predominantly Latina/o/x, along with students who identify as African American, Multi-Racial, Pacific Islander, and other backgrounds. Most students live within a short distance of the school, and a significant majority are English Learners and/or qualify for free or reduced-price meals.

Aspire Monarch Academy was built not just for the community, but by the community. The school was founded by families who recognized the need for a safe, high-quality educational space for their children. The name "Monarch Academy" itself was chosen through a parent vote, symbolizing collective voice and shared vision. That legacy remains alive today—some of those original family members are now staff, and multiple generations of their families have attended and worked at the  
Aspire Monarch Academy Charter Renewal Petition (2019-2024)

school. This deep-rooted connection shapes the school's identity as a place grounded in relationships, trust, and community pride.

As part of the Aspire Public Schools network, Aspire Monarch Academy is committed to ensuring that students from historically underserved communities have access to an excellent education. The school operates as a community hub, connecting students and families with academic programming as well as health, wellness, and social services.

All students at Aspire Monarch Academy belong to groups that have historically faced barriers to opportunity. This includes students who are socioeconomically disadvantaged, English Learners, students with disabilities, and those experiencing housing instability. In response, the school has developed a comprehensive system of supports designed to meet students where they are and help them thrive academically, socially, and emotionally.

The school maintains a strong focus on continuous growth, regularly evaluating its programs and practices to better serve students and families. Staff are committed to reducing barriers to access and ensuring that every student has the opportunity to succeed.

A large majority of students at Aspire Monarch Academy qualify for free or reduced-price meals, and the school prioritizes wraparound services that support the whole child. Students have access to daily meals, including breakfast, lunch, and after-school snacks. The school also helps connect families to essential services including vision and hearing screenings, as well as low-cost medical care resources.

Mental health and social-emotional well-being are central to the school's approach. All classrooms incorporate weekly social-emotional learning using research-based programs like RULER and Toolbox. Students can receive individual, and group counseling through on-site mental health professionals. In addition, staff intentionally build strong relationships with students, ensuring that each child has a trusted adult on campus.

Instruction at Aspire Monarch Academy is designed to meet diverse learning needs. Teachers provide targeted, small-group instruction and adapt lessons to support different learning styles. Classrooms emphasize hands-on learning, movement, and visual supports, while also integrating technology to keep students engaged. Teaching practices are culturally and linguistically responsive, honoring students' identities and lived experiences.

Students who need additional academic support receive intervention during the school day and through after-school programs, particularly in reading and math. Over time, these supports have contributed to steady academic growth among key student groups, including English Learners, students with disabilities, and newcomer students.

Outside of core academics, students at Aspire Monarch Academy engage in a range of enrichment experiences that support creativity, physical wellness, and personal interests. During the school day, all students participate in classes such as art, music, media, and physical education, providing opportunities for self-expression and skill-building beyond traditional academics.

After school, the program expands these opportunities by offering students a rigorous core curriculum, an outstanding staff, high standards and a variety of hands-on enrichment activities, including chess, sports, cooking, and design-based projects. These experiences allow students to explore new interests, build confidence, and collaborate with peers in

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meaningful ways. Throughout the year, students also participate in field trips that connect their learning to real-world settings, including visits to museums, science centers, and cultural institutions across the Bay Area.

Aspire Monarch Academy is deeply committed to creating an inclusive, welcoming environment where all students and families feel seen, valued, and supported. The school promotes a culture of high expectations, extended instructional hours, and confidence, and college readiness, grounded in culturally responsive and trauma-informed practices. With a strong emphasis on relationships, students receive personalized learning opportunities. The Charter School strives to ensure that students' attention and meaningful support.

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Through its focus on community, equity, and whole-child development, Aspire Monarch Academy continues to empower students with the skills, confidence, and opportunities they need to succeed in school and beyond.

Aspire Public Schools Vision, Mission, Values, Equity Focus

Aspire Public Schools Vision

Scholars are prepared for college and for the 21<sup>st</sup> Century world and workplace by helping them develop important basic skills, thinking skills, and life skills, and empowered to build a fulfilling and liberated future for themselves and their communities.

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Aspire Public Schools

Mission

Provide a rigorous, joyful academic experience that cultivates scholar skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities; promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latina/o/x, Indigenous, and People of Color; and nurture scholars' pride in their abilities, identities, and communities.

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Aspire Public Schools Values



- **Bienestar (Well-being):** Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.
- **Culture of Belonging:** We seek to be known and seen at Aspire, where we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other's differences, and approach one another with empathy and understanding—no matter one's background or cultural history. Each person is valued and has a place in this community.

- **Community Partnership:** We are all connected and collectively responsible for the well-being of every member of our extended community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and by listening deeply to one another, can we create collective movement.
- **Agency + Self-determination:** Each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and post-secondary lives.
- **Joy:** We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our work to shift outcomes is hard, yet we persist and have gratitude and pride in the journey. Joy makes it all possible!

### Portrait of a Graduate

A Portrait of a Graduate (also known as a Graduate Profile) is a clear, community-driven vision that defines the skills/competencies that students should have when they graduate from a school, district, or educational network. It goes beyond academic achievement and typically includes a holistic set of competencies to prepare students for success in college, career, and life.

### Key Features of a Portrait of a Graduate:

- **Student-Centered:** Focuses on the whole child, including cognitive, social-emotional, and civic development.
- **Community-Informed:** Developed through collaboration with educators, families, students, and community stakeholders.
- **Future-Focused:** Aligns with the demands of a rapidly changing world, including workforce shifts and global challenges.
- **Anchored in Equity:** Often emphasizes equitable outcomes and culturally responsive values.

At the beginning of the 2025-2026 school year, Monarch published the below Portrait of a Graduate:

### TK-5th

- **(Justice Seeking Scholar) Thinking Deeply and Fairly** – Understanding what you read and see, noticing when things are unfair, and coming up with smart and fair ways to solve problems in your school or community.
- **(Knowledge of Self and Self-Determination Seeker) Knowing Yourself and Making Good Choices** – Understanding who you are, where you come from, what you believe in, and what you're good at. It also means having the confidence to set goals and make a plan for your future.
- **(Inclusive Community Caretaker) Caring for Your Community and Culture** – Respecting yourself and others, and working hard to make your school or neighborhood a kind, fair, and welcoming place for everyone.
- **(Courageous Communicator) Speaking Up and Using Your Voice** – Having the courage to say what you think and feel in a clear way, helping others be heard, and using your words to make positive changes.

- **(Compassionate Collaborator) Working Together and Caring for Well-Being** – Being a good teammate by listening, showing kindness, managing emotions, and helping others feel their best. Leading by example and working together to reach shared goals.
- **(Resilient Life-Long Learner) Being Flexible, Strong, and Always Learning** – Being able to handle changes, learn from mistakes, and stay curious and excited about learning new things throughout your life

**Equity Focus**

Aspire is committed to providing equitable opportunities for our students, families, and teammates. We use an equity lens to examine our policies, practices, and systems at Aspire to strive for all groups to increase access and benefit from our work. This belief is woven throughout our core values.

We live in a society that provides some groups more or fewer opportunities based solely on factors they do not control. Aspire was founded to address the long-standing inequities in K-12 education. Every part of our vision to prepare and empower students to build a fulfilling and liberated future for themselves and their communities lives and breathes the mandate to address these inequities. As an organization, we continue to devote significant resources of time and energy to build our collective muscle in order to develop our equity lens to better identify, discuss, and address equity issues impacting our students, schools, and teammates. These equity belief statements provide unequivocal direction and guidance to our team as we go forth on our journey to define who we are and how we approach our work. Since the overwhelming majority of our students are Latina/o/x, when we say that we are using an equity lens to evaluate outcomes and actions we are typically referring to these particular populations.

Following is Aspire’s equity commitments, as well as examples of how we strive to uphold each commitment:

| Commitment Statement                                                                                                                                                                                                                            | School Practices or Model Elements                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand the significant difference between equity and equality. Every student deserves to receive what they need to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality). | <ul style="list-style-type: none"><li>● Multi-tiered System of Supports (“MTSS”)</li><li>● Aspire Student Learning Framework; rubric for teacher practice and coaching</li><li>● Additional support structures and programming for ELs, such as our designated ELD program</li></ul> |
| Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.                                                                                                                                   | <ul style="list-style-type: none"><li>● Culturally responsive teaching</li><li>● Foundation of cooperative classroom learning structures/routines and teaching self-management skills</li><li>● Student academic ownership, e.g. via dialogic learning</li></ul>                     |

|                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Interrupt the “school to prison pipeline” – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.</u>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>● <u>During &amp; After School Multi-Leveled Intensive Small Groups</u></li> <li>● <u>Individual, Group and Family Mental Health Therapy Provided on Campus</u></li> <li>● <u>Specialize Mentorship Program Provided by Individually You, Collectively Us, Inc.</u></li> </ul>                                                                                                                              |
| <u>Engage families as partners in meaningful ways in our work.</u>                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>● <u>Student Support Teams</u></li> <li>● <u>English Language Learning workshops for families</u></li> <li>● <u>Student-led family conferences</u></li> <li>● <u>Community events</u></li> </ul>                                                                                                                                                                                                            |
| <u>Build the capacity of diverse teams that are more reflective of our students.</u>                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>● <u>Equity-based professional learning</u></li> <li>● <u>Diverse hiring panels</u></li> <li>● <u>Aligned Aspire pre-hiring alignment prior to hiring process for school leaders</u></li> </ul>                                                                                                                                                                                                             |
| <u>Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.</u>                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>● <u>Social and emotional learning via RULER curriculum</u></li> <li>● <u>Foundation of cooperative classroom learning structures/routines and teaching self-management skills</u></li> <li>● <u>Mental health programming</u></li> <li>● <u>Safety/Crisis team meetings and crisis debriefs</u></li> <li>● <u>Lead teacher teaming structures</u></li> <li>● <u>Teacher coaching structures</u></li> </ul> |
| <u>We must continually put the Equity Commitments into action and live by them. Every Aspire teammate is accountable for applying these commitments in every decision, use of resources, and management of talent. The power of our collective and individual dedication to these commitments is reason enough to be hopeful as we pursue our mission and create a more just and equitable world.</u> | <ul style="list-style-type: none"> <li>● <u>Black Student Union</u></li> <li>● <u>La Raza Latinas Unidas</u></li> <li>● <u>Aspire Bay Area Diversity, Equity, and Inclusion Council</u></li> <li>● <u>Pro-Black Coordinator programming</u></li> <li>● <u>Racial Affinity Groups</u></li> <li>● <u>Aligned Regional Aspire Culturally Responsive Professional Development</u></li> </ul>                                                           |

#### Monarch’s Commitment to Diversity, Belonging, and Anti-Racism

Monarch Academy is dedicated to cultivating a learning environment where every student feels valued, supported, and inspired to thrive. We believe students learn best when they feel safe, engaged, and challenged, and when their identities and experiences are honored. Our approach emphasizes student agency, encouraging scholars to take ownership of their learning and future goals. Through an equity-centered lens, we differentiate instruction to meet individual needs and deepen understanding, while uplifting diverse perspectives and experiences.

We are committed to partnering with families and the broader community to ensure that all voices are heard and respected. Monarch Academy strives to provide equitable access to high-quality, meaningful learning opportunities for every student, regardless of race or socioeconomic background. As part of this commitment, we actively work to dismantle systemic inequities, including practices that contribute to the “school-to-prison pipeline,” and collaborate with partners who share our dedication to educational equity.

We acknowledge that the U.S. education system has been shaped by historical inequities, including the legacy of white supremacy. To truly support liberation and opportunity for all students, we must continuously reflect on and challenge systems of oppression. We believe that knowledge is a powerful tool, and education can transform the trajectory of our students’ lives and future generations. This work requires ongoing effort, open dialogue, and collective responsibility. As a community, we are committed to engaging in conversations around race, ethnicity, gender identity, sexual orientation, and other aspects of identity, and to understanding how these factors impact our students, staff, and families. To further our commitment to anti-racism, Monarch Academy’s leadership team participates in coaching with Lead Liberated. This partnership supports our growth across three key areas: personal leadership, collective practices, and organizational policies, helping ensure that our values are reflected in both mindset and action.

As part of this commitment, we recognize that cultural diversity strengthens our school community and enriches the learning experience. Monarch Academy actively works to build a diverse student body and staff and ensures families have access to information about our school through inclusive outreach efforts. We engage with local neighborhoods, organizations, and community spaces to share information and build meaningful connections.

At Monarch Academy, diversity goes beyond representation—it is about fostering a sense of belonging where all students can grow academically and personally. Exposure to diverse perspectives enhances critical thinking, creativity, and empathy, while helping students challenge assumptions and develop a deeper understanding of the world. This inclusive environment supports stronger relationships, reduces bias, and prepares students to contribute positively to a diverse society.

We also recognize the diversity that exists within cultural and racial groups. Every student brings a unique background and story, and we celebrate those differences. Monarch Academy provides opportunities for students to connect through shared experiences and cultural learning, including our student leadership team that promotes identity development, community connection, and student voice. These opportunities create spaces for students to feel seen, build confidence, and share their voices.

Monarch Academy is committed to empowering students to achieve their goals by fostering a staff that reflects and understands the communities we serve. We prioritize hiring diverse, highly qualified educators and staff, including those who are bilingual, to better support our students and families. During the 2025-2026 school year, 27 of our 55 staff members are fluent in English and Spanish.

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Additionally, Monarch Academy is intentional about increasing engagement and access for all students and families, particularly those from historically underserved communities. We prioritize inclusive practices within our school community by celebrating and highlighting diverse cultures each month through meaningful lessons, activities, and school-wide events. These experiences provide students with opportunities to learn about different identities, reflect on their own, and build a deeper sense of belonging. Through these ongoing efforts, we strive to ensure that every student and family feels welcomed, represented, and actively engaged in our school community.

In addition to these schoolwide efforts, we are taking targeted steps to strengthen engagement with specific communities. Monarch Academy is also committed to increasing enrollment and engagement within our African American community, which currently represents approximately 3% of our student population, including students who identify as African American or Multi-racial. We recognize the importance of building a school community that more fully reflects the diversity of the broader community we serve. To support this goal, we have taken intentional steps to connect with and learn from our Black families by hosting meetings that create space for dialogue, feedback, and relationship-building. In addition, Monarch Academy actively participates in community outreach efforts, including local events such as Oakland's annual Black Joy Parade, where we share information about our school, build connections, and invite new families to join our community. Through these efforts, we aim to foster a more inclusive and representative student body while ensuring African American students and families feel welcomed, valued, and supported at Monarch Academy.

#### Student Population to be Served

##### The Charter School

Aspire Monarch Academy, a proud community school located in the Iveywood neighborhood of Oakland. Aspire Monarch Academy currently serves approximately 444375 students in grades TK-5. A summary of from transitional kindergarten through fifth grade. Our performance narrative includes historical enrollment data.

U.S. Census data underscore the diverse nature of Oakland's population, with 26.6% Latina/o/x, 21.8% Black or African-American, 29.0% White or Caucasian, 15.9% Asian, 0.5% Pacific Islander or Native Hawaiian, and demographics data can be found in Appendix II. 1.2% American Indian residents. This diversity is further highlighted by 26.3% foreign-born and 38.8% speaking a language other than English at home.

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According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 50,231 students in 2017-18. Of these students, Hispanics constitutes 45.6% of the students, African Americans 24.3%, Asians 12.6%, Whites 10.1%, Filipinos 0.9%, Pacific Islanders 0.9%, and American Indians 0.2%. During the 2017-18 school year, students who spoke English as a second language made up 31.2% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of similar schools can be found in Appendix III.

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

- Students who are not currently successful in their current core academic subjects;
- Students whose academic or English language learning needs necessitate a small school environment with personalized attention;

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- ~~Students whose academic or English language learning needs are not being met in a traditional school environment;~~
- ~~Students who live in low-income neighborhoods; and~~
- ~~Students whose racial and ethnic diversity represents their respective communities.~~

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

~~The~~The CDE has compiled demographic data that reveals Oakland Unified School District enrolled 33,838 students in 2024-2025, the most recent year with publicly available data. The table below summarizes student demographics across OUSD and Aspire Monarch Academy.

| <u>Subgroup</u>                            | <u>Oakland Population<br/>(2020 Census)</u> | <u>Oakland Unified School<br/>District<br/>2024-2025</u> | <u>Aspire Monarch<br/>Academy<br/>2025-2026</u> |
|--------------------------------------------|---------------------------------------------|----------------------------------------------------------|-------------------------------------------------|
| <u>Total</u>                               | <u>436,504</u>                              | <u>33,838</u>                                            | <u>375</u>                                      |
| <u>Latina/o/x</u>                          | <u>26.6%</u>                                | <u>48.3%</u>                                             | <u>94.6%</u>                                    |
| <u>White</u>                               | <u>29.0%</u>                                | <u>11.6%</u>                                             | <u>&lt;1%</u>                                   |
| <u>Asian</u>                               | <u>15.9%</u>                                | <u>9.5%</u>                                              | <u>&lt;1%</u>                                   |
| <u>Black or African<br/>American</u>       | <u>21.8%</u>                                | <u>19.2%</u>                                             | <u>3.0%</u>                                     |
| <u>English Learners</u>                    | <u>n/a</u>                                  | <u>32.2%</u>                                             | <u>55.2%</u>                                    |
| <u>Students With<br/>Disabilities</u>      | <u>n/a</u>                                  | <u>17.2%</u>                                             | <u>21.2%</u>                                    |
| <u>Homeless Youth</u>                      | <u>n/a</u>                                  | <u>6.6%</u>                                              | <u>3.2%</u>                                     |
| <u>Socioeconomically<br/>Disadvantaged</u> | <u>n/a</u>                                  | <u>81.5%</u>                                             | <u>87.9%</u>                                    |

What it Means to be an Educated Person in the 21st Century

~~The Charter School recognizes that to be an Educated Person in the 21<sup>st</sup> 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.~~

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At Aspire Monarch Academy, being an educated person in the 21st century means developing the knowledge, skills, and mindsets outlined in Aspire Bay Area's Portrait of a Graduate. An educated scholar is a critical thinker who can analyze information and challenge inequities; a self-determined individual with a strong sense of identity and purpose; a courageous communicator who can express ideas and advocate for self and others; and a compassionate collaborator who contributes to inclusive communities. Through instruction grounded in the Aspire Student Learning Framework, students engage in rigorous, standards-aligned content, take ownership of their learning, and demonstrate understanding through multiple modalities. In a 1:1 technology environment, students use digital tools to research, create, collaborate, and communicate, preparing them to navigate and contribute to an increasingly complex and interconnected world. Collectively, these experiences ensure that students graduate as adaptable, resilient, and lifelong learners equipped to lead, learn, and thrive in the 21st century.

#### How Learning Best Occurs

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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 21<sup>st</sup> century. The California Common Core State Standards ("CCSS") drive the instruction of all Aspire charter schools by providing the road map of what students need to know.

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

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

#### The Charter School's Program Design Elements

The Charter School is designed to incorporate numerous research-based and proven program elements that are innovative, thoughtfully implemented, and results driven, especially for the

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underserved student population of the Charter School. Aspire Public Schools addresses best practices in order to achieve the vision of College For Certain. These best practices (described in the following sections) include the following:

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

#### Community

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

- **Small Schools:** Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment is between 300 and 600 students.
- **Small Class Sizes:** In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain 30:1 ratio in grades four through twelve.

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#### Learning Time

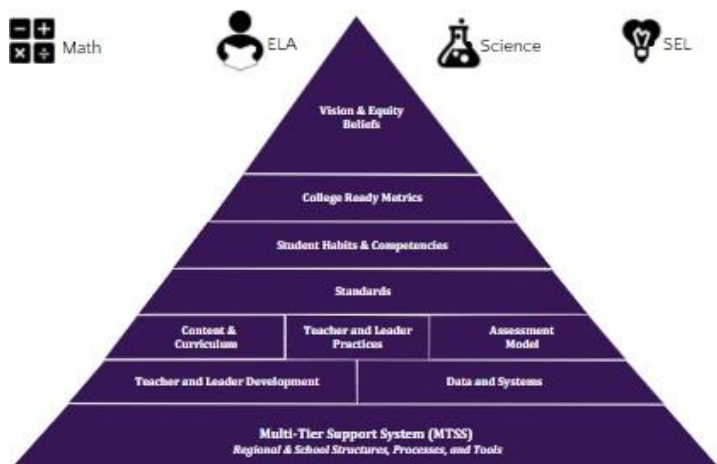
The Charter School provides roughly 10-15% more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

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

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

### *Instructional Design*

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



The Charter School's Assessment framework can be found on Appendix VI.

### *Teaching Methods*

The major strategies used include:

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- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Multiple Lesson Types/Approaches 6-8 Math:* The 6<sup>th</sup>-grade math instructional program allows for different types of lesson delivery and engagement. Lesson structures range from Modeling to Socratic in addition to Exploratory and Problem Set/Practice lessons. The multiple models allow students to be challenged and engaged through different methods and structures.
- *Close Reading with Text-Dependent Questions:* Supported access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.
- *Student-to-Student Discourse:* Daily opportunities for students to engage in protocols that support academic discourse among peers to push thinking about text to a deeper level. Protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think Pair Share, and Rank Talk Write.
- *Building Academic Vocabulary:* Regular, ongoing opportunities for scholars to strengthen Tier 2 vocabulary. Protocols to support include: Frayer Model, Semantic Webbing, SVES, Vocabulary Squares, and Contextual Redefinition.
- *Problem Solving:* this method provides students with a step-by-step process for determining the solution.
- *Inquiry:* in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- *Culturally appropriate curriculum and instruction:* A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives. Culturally Responsive Teaching (CRT) and Culturally Relative Pedagogy (CRP) are two tenants of the The Charter School's program. Guiding the approach of the Charter School, is the seminal work of Zaretta Hammond, CRT and the Brain. The Charter School uses the Ready for Rigor framework which encompasses four key approach: Awareness, or awareness of self, the backgrounds of students of color and the larger societal and cultural context; Learning Partnerships, or the intentional building of

trusting, mutually respectful relationships with students as a foundation for rigorous and challenging learning; Information Processing, or intentionally taught techniques for grappling with rigorous and challenging text and content; and Community of Learners, or the building of an intentional, safe, collaborative learning community within the classroom. The Charter School's teacher effectiveness framework includes a section on cultural relevance as an expectation in the classroom. As an organization when we adopted units of study for CCSS we replaced texts to be more diverse and appealing to a broader demographic. The Charter School emphasizes a wide range of books available in classroom libraries which are reflective of diverse perspectives and include a diversity of heroes, historical figures and authors that are intentionally reflective of the communities we serve. The Charter School provides opportunities for students to learn from mentors and heroes, local, national and global, and from a variety of backgrounds to further inspire learning and achievement. Further, The Charter School has an equity belief statement which specifically calls out culturally relevant teaching as a value in all Aspire Public Schools' schools.

To measure our effectiveness in meeting the needs of our diverse students, the Charter School disaggregates achievement data for the subgroups served and determine if our practices are effective for each group based on their outcomes in a quarterly data cycle to enable adjustments to supports and instruction at multiple points during the school year. The Charter School uses this data to plan and adjust instruction.

- *Flexible supports:* Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports. The Charter School utilizes flexible groupings in the classroom to target leveled materials based on students' needs, for example small reading groups. Teachers will also pull small groups of students to the U-Table for additional support in math or reading when a gap in understanding is observed on a particular standard. The Dean of Instruction or para-professionals come to classrooms to pull or work with small groups of students needing more intensive support. Computerized interventions such as Lexia are employed to fill gaps based on diagnostic assessments. Students may also visit the learning center during or after school for targeted interventions based on need. Finally, both students identified with IEPs or those with severe academic gaps may work on modified assignments to fill gaps with the Intervention Specialist and/or Education Specialist.
- *Diagnostic assessment:* Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students. There are a variety of local assessments used for diagnostic purposes. STAR REN is an online reading assessment done quarterly to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. IReady is a digital assessment that finds standards gaps in both math and ELA to determine what practices on the computer can fill these gaps. Zearn and the Aspire Math Interim Assessments are generated to monitor progress on the Eureka

math curriculum. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally the ELPAC will be used to assess English Language Learners to determine their annual English Language Development progress and prioritize interventions.

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

## Curriculum

Aspire Monarch Academy’s climate and culture are engaging and inclusive, prioritizing psychological, physical, and emotional safety as our foundation. Our dynamic instructional design empowers students as active participants in their learning, preparing them for college and careers. Through culturally responsive and standards-aligned instruction, we promote deep understanding and high academic achievement for our students.

Our instructional program is designed to develop scholars who embody Aspire Bay Area’s Portrait of a Graduate. Instruction builds students’ capacity as critical thinkers, self-determined learners, courageous communicators, compassionate collaborators, inclusive community caretakers, and resilient lifelong learners. Through culturally responsive, standards-aligned learning experiences, students engage deeply with content, make meaning from multiple perspectives, and connect their learning to themselves, their communities, and the world around them.

Our curriculum is aligned to the California Common Core State Standards, Next Generation Science Standards, the History-Social Science Framework, English Language Development Standards, and other applicable state standards. Strong instruction at Aspire Monarch Academy is grounded in the Aspire Student Learning Framework: we cultivate a culture of learning in which students feel safe, affirmed, and engaged; we provide essential content that is rigorous, relevant, and culturally responsive; we build academic ownership by empowering students to do the thinking, collaborate, and use their voice; and we ensure students demonstrate learning in multiple ways. This approach supports both academic growth and the development of agency, identity, and critical consciousness.

At Aspire Monarch Academy, joy is an essential part of strong instruction and a thriving school community. In alignment with the Student Learning Framework, we create learning environments where students are affirmed, experience belonging, and engage in meaningful collaboration. Joy is cultivated through classroom rituals and routines, student discourse, community experiences, field trips, and opportunities for students to publicly share and celebrate their learning. By centering joy alongside rigor, identity, and voice, we foster an inclusive and hopeful environment where students and families are valued and scholars are supported to grow academically, socially, and emotionally.

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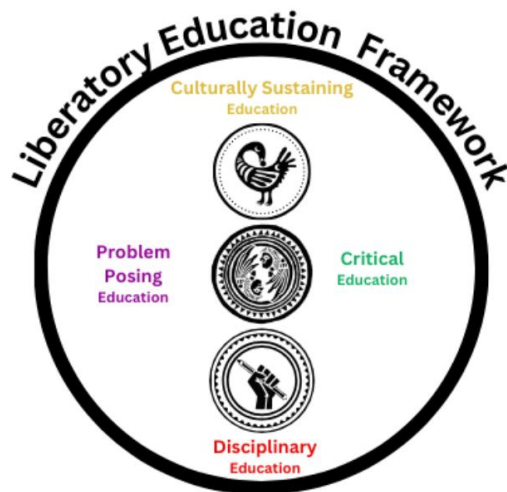
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Aspire Monarch Academy offers 180 days of instruction on a modified calendar with a shortened summer recess to mitigate learning loss. Each school day provides all students with access to rigorous, culturally responsive, interdisciplinary instruction, with dedicated time for both enrichment and intervention. Instruction is grounded in the Aspire Student Learning Framework, ensuring a strong culture of learning, access to essential content, opportunities for academic ownership, and multiple ways for students to demonstrate their learning. See Appendix III for a sample calendar and Appendix IV for a bell schedule. TK classroom sizes and adult-to-student ratios adhere to Education Code Section 48000(g).

#### Liberatory Education Framework

During the next charter term, MON and Aspire Public Schools Bay Area will be engaged in specific instructional and school programming foci that align our schools to an Aspire Liberatory Education Framework. Below is a visual representation of the planned professional learning focus that all of our Aspire Bay Area teammates will engage in over the next five years. At its core is liberatory education which is guided by the principles and concepts of Sankofa, In Lak'ech, and Critical Literacy.



**Sankofa:** The concept of “Sankofa” is derived from King Adinkera of the Akan people of West Africa. “Sankofa” is expressed in the Akan language as “se wo were fi na wosan kofa a yenki.” Literally translated, this means “it is not taboo to go back and fetch what you forgot”.

“Sankofa” teaches us that we must go back to our roots in order to move forward. That is, we should reach back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone, or been stripped of can be reclaimed,

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    | <p><u>revived, preserved, and perpetuated.</u></p> <p><u>"In order to understand our present and ensure our future, we must know our past."</u></p> <p><u>-University of Illinois Springfield Black Student Union</u></p>                                                                                                                                                                            |
|   | <p><u><b>In Lak'ech:</b> In Mayan tradition, there is a greeting that many people working with Mayan wisdom know of. It is the law of In Lak'ech, which means I am another yourself. It also means I am you, and you are me (A traditional Mayan interpretation). We have come to understand that this Mayan greeting is an honoring for each other. It is a statement of unity and oneness.</u></p> |
|  | <p><u><b>Critical Literacy:</b> At the heart of critical literacy is the development of our critical consciousness, which is our socio-political understanding of power, privilege, and oppression in our world as a tool to take transformative action against systemic inequalities.</u></p>                                                                                                       |

#### Pedagogies, Practices, and Education Outcomes

The above principles and concepts (Sankofa, In Lak'ech, Critical Literacy) inform our focused co-pedagogies that our teammates will develop as practitioners. The pedagogies will inform our instructional and school practices which will then lead to educational outcomes for students.

| <u>Pedagogies</u>                         | <u>Practices</u>                                                                                                                                                                                                                        | <u>Education Outcomes</u>       |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <u>Community and Restorative Pedagogy</u> | <ul style="list-style-type: none"> <li><u>• Discussion, Debate, and Dialogical Discourse</u></li> <li><u>• Restorative and Beloved Community Practice and Accountability</u></li> <li><u>• Participatory Action Research</u></li> </ul> | <u>Problem Posing Education</u> |

|                                       |                                                                                                                                                                                                                                                                                                      |                                        |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <u>Culturally Sustaining Pedagogy</u> | <ul style="list-style-type: none"><li>● <u>Graduate Profile Competency and Community Centric Practice</u></li><li>● <u>Next Generation College, Career, and Community Pathway Pipelining</u></li></ul>                                                                                               | <u>Culturally Sustaining Education</u> |
| <u>Disciplinary Pedagogy</u>          | <ul style="list-style-type: none"><li>● <u>Professional Learning Communities and Nested Development Pipelines</u></li><li>● <u>Authentic Assessment (i.e., Exhibitions, PBL, Standards Based Performance Tasks)</u></li><li>● <u>Cycles of Inquiry and Multi-Tiered Systems of Support</u></li></ul> | <u>Disciplinary Education</u>          |
| <u>Critical Pedagogy</u>              | <ul style="list-style-type: none"><li>● <u>Pro Black, Anti-Racist, Neurodivergent Inclusive Praxis</u></li><li>● <u>Literacy and Liberation Practices</u></li><li>● <u>Critical Inquiry and Cross Curricular Evidence-Based Writing</u></li></ul>                                                    | <u>Critical Education</u>              |

**Aspire Monarch Academy’s Liberatory Education Design Elements**

Aspire Monarch Academy integrates evidence-based, innovative, and results-driven program elements designed to prepare and empower scholars to build liberated and fulfilling futures for themselves and their communities. The following key design elements define our approach:

1. Culturally Responsive Pedagogy and Practice (Culturally Sustaining Pedagogy)
2. Learning Environment Supportive of Student Academic Ownership (Culturally Sustaining Pedagogy)
3. Data-driven Decision Making (Disciplinary Pedagogy)
4. Social Emotional Learning & Behavioral/Mental Health Programming (Community & Restorative Pedagogy; Critical Pedagogy)
5. Small School Community Supports (Community and Restorative Pedagogy)

**1. Culturally Responsive Pedagogy and Practice:**

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In the spirit of Dr. Gloria Ladson-Billings’ seminal work, Aspire Monarch Academy embraces Culturally Relevant and Responsive Pedagogy to ensure equitable education for all students. This approach fosters students’ understanding of multiple perspectives and identities by integrating their cultural backgrounds into teaching and learning.

Educators incorporate students’ experiences when planning lessons, critically reviewing curriculum through a cultural lens. Aspire Monarch Academy educators focus on three core elements of Culturally Relevant Pedagogy:

1. Academic Success: Focusing on students' intellectual growth and the development of academic skills.
2. Cultural Competence: Helping students affirm and appreciate their own cultures while developing fluency in other cultures.
3. Critical Consciousness: Encouraging students to recognize and challenge societal inequalities.

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Our instructional program incorporates the development of practices that exemplify culturally responsive pedagogy. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Based on educational research and best practices for the student population that Aspire serves, Aspire Monarch Academy builds and maintains a foundation rooted in cooperative learning structures, self-management skills, and consistent classroom routines—implementing strategies that emphasize communal goals and mutual support to enhance student engagement and academic success, while empowering students to take ownership of their academic journey. This ownership is cultivated daily through constructivist pedagogical approaches, such as dialogic learning, demonstrated through end-of-unit performance assessments.

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Our instructional program integrates these principles using the **Aspire Student Learning Framework (ASLF)**—which is a coaching tool that outlines student instructional moves. Through coaching and data from the ASLF, teachers receive support to embed culturally responsive methods in their planning and instruction. Instructional goals are regularly set and reviewed using this framework.

#### CULTURE OF LEARNING Are all students engaged in learning throughout the lesson?

| <u>Non-Evidence</u> | <u>Look-fors</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Evidence</u> |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                     | <ul style="list-style-type: none"><li><u>• All or almost all students are engaged in independent or cooperative instructional tasks, exploration, discovery, hands-on learning or volunteering responses.</u></li><li><u>• Students feel safe to ask questions and give and receive feedback from peers and teachers.</u></li><li><u>• Students execute transitions, rituals, routines or procedures with limited narration from the teacher in ways that indicate self directed learning.</u></li><li><u>• Students affirm contributions of their teammates AND collectively ignite joy</u></li></ul> |                 |

**Core Teacher Skills:**

**Indicator 1: Student engagement**

- Arrange the classroom in a manner that allows for materials and resources to be equitably accessible to all students

**Indicator 2: Safety**

- Teachers clearly state, post, and maintain high and clear standards for behaviors for all students (academic and non-academic) and is a Warm Demander.
- Use principles of restorative justice to manage conflict and redirect negative behavior
- Normalize mistakes as part of the learning process (by modeling, reinforcing, providing wait time, teaching students to ask each other probing questions, and discouraging one right way)
- Teacher uses positive and reinforcing language to encourage students and reinforce their belief in them as a model for students to affirm each other

**Indicator 3: Rituals, routines and procedures**

- Teach, model and reinforce different cooperative grouping structures and routines
- Teach, model and reinforce topics aligned to self-management (will be seen verbally and with artifacts in the classroom)
- The rituals and routines are equitable and accessible to all students and reinforce self directed learning and academic identity
- Providing specific, concrete, sequential, and observable directions for behavior and academics

**Indicator 4: Affirmation**

- Intentionally develop empathy within students so they understand how their behavior impacts each other both positively and negatively
- Teach students protocols with how to give and receive feedback; teacher models receiving feedback
- Plan for strategies to affirm student contributions towards a collectivist culture and ignite joy
- Plan for igniting joy: including music, games, cheers, chants, etc.

**ESSENTIAL CONTENT** Are all students working with culturally responsive content aligned to the appropriate grade-level standards that promotes rich cognitive development?

| <u>Non-Evidence</u> | <u>Look-for</u>                                                                                                                                                                                                                                                                                                                                                                                    | <u>Evidence</u> |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                     | <ul style="list-style-type: none"><li>● <u>Students can talk about what they are working on, why it's important and how it connects to what they already know.</u></li><li>● <u>The lesson focuses on grade level standards and the content itself is reflective of and affirming to students' identities, global diversity, and it allows for students to interrogate the presented</u></li></ul> |                 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p><u>information.</u></p> <ul style="list-style-type: none"> <li>● <u>All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced, affirm lived experience as knowledge, and move students toward mastery of the grade-level standard(s), language goals and/or IEP goals.</u></li> <li>● <u>All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality, accessible and appropriately demanding for the grade/course and time in the school-year, and center issues of equity, power, race and identity</u></li> </ul> |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

#### **Core Teacher Skills:**

##### **Rigor (standards)**

- Develop and/or use daily lesson activities that are well sequenced, promote inquiry, engagement, collaboration and relevance, moving students toward mastery of grade-level

standards. The Charter School uses a combination of adopted programs and curriculum developed in house to meet The Charter School's standards and build basic skills, higher order thinking skills, and life skills. The curriculum is clearly articulated as a K-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools. The Charter School Elementary ELA program is designed to reflect the ELA Common Core State Standards, specifically:

- English Language Arts: Students communicate ideas clearly and
- Develop and provide accommodations and modifications as needed to ensure all students are able to attain rigorous, standards-aligned learning goals
- Teacher anticipates common student misunderstandings due to deeply internalizing content and ensures strategies are in place to overcome those misconceptions
- Pace of the lesson ensures that cognitively demanding, developmentally appropriate, standards-aligned objectives receive appropriate instructional time in order to promote student
- mastery.

##### **Relevance (reflecting students' world)**

- Develop and/or use a long-term, sequential plan that leads to mastery of the most important content for the grade or course and is centering issues of race, equity and power.
- The teacher makes the lesson accessible by including relevant and current media, phenomena, geographic and community reference points that are familiar and known by students.
- Teachers plan lessons that encourage all students to see, question, and interpret concepts from diverse perspectives.

##### **Responsiveness (know students as individuals, make adjustments based on them)**

- Teacher considers students' IEP goals, language development and other specific learning needs in developing learning goals and preparing lessons

- Teacher identifies and responds to student misunderstandings that arise during the lesson
- Plan lessons with options for students AND support students with how to choose learning experiences
- The teacher views students' life experiences as assets and builds on students' cultural and linguistic knowledge

**ACADEMIC OWNERSHIP** Are all students empowered, responsible and supported to do the thinking in this classroom?

| <u>Non-Evidence</u> | <u>Look-fors</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <u>Evidence</u> |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                     | <ul style="list-style-type: none"> <li>• <u>Students persist through appropriately demanding cognitive work and engage in complex problem-solving during the lesson. Student agency is facilitated by options that align to the standard and objective.</u></li> <li>• <u>Students provide evidence to support their thinking; evidence can be provided in multiple ways. Students use both academic language and authentic expression (i.e. their home language) to present their point of view.</u></li> <li>• <u>Students respond to and build upon their peers' thinking, ideas or answers while actively constructing knowledge through structured student talk routines and a variety of routines that also include authentic dialogue.</u></li> <li>• <u>Students collaborate with each other by providing constructive feedback to their classmates' work. Students engage in rigorous dialogue honoring convergent and divergent thinking in order to access multiple perspectives.</u></li> </ul> |                 |

**Core Teacher Skills:**

**Indicator 1: Students persist, complex problem solving**

- Notice when students are struggling, reaching of level of frustration and anchor back to SEL tools
- Go back to "chunk and chew" in order to break down difficult tasks into smaller parts
- Give students several options to respond to questions: writing, talking, drawing, using graphic organizers & manipulatives (when appropriate)
- Make problem-solving visuals noticeable and accessible.
- Provide equitable opportunities for support, praise, and participation.

**Indicator 2: Fostering Academic Language**

- View students' life experiences as assets and build on students' cultural and linguistic knowledge as they get comfortable using academic English conventions.
- Provide encouragement and affirmation to all students while moving them to use academic language
- Utilize translanguaging so that students' full linguistic repertoire is used and honored
- Recognize and affirm all languages and teach about audience for language and dialect

- Plan for the use of academic language in the 4 language domains: reading, writing, speaking and listening

#### **Indicator 3: Helping students expand thinking through dialogue**

- Use various student talk structures and routines to support student to student discourse (link resource)
- Provide opportunities for students to cite evidence to support their thinking & learning
- Pose questions that scaffold and support students to develop and complete high order thinking tasks
- Facilitate a discussion that that allows students to defend their responses
- Use probes or provide guiding questions and affirmations so that students defend their responses

#### **Indicator 4: Fostering student collaboration and rigorous dialogue**

- Create opportunities for peer collaboration and intentional peer feedback.
- Employ a variety of high ratio moves to push and extend student thinking, deepen their understanding and do more of the cognitive lift
- Provide direct instruction on how students should challenge each other's ideas and provide feedback to one another

### **DEMONSTRATION OF LEARNING** Do all students demonstrate that they are learning?

| <u>Non-Evidence</u> | <u>Look-fors</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>Evidence</u> |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                     | <ul style="list-style-type: none"> <li>● <u>Student responses, work and interactions demonstrate that students are on track to achieve stated or implied grade-level standard(s), language and/or IEP aligned learning goals.</u></li> <li>● <u>Students self-evaluate to reinforce self-directed learning because expectations for learning are clear (through rubrics, criteria for success, and students paraphrasing expectations).</u></li> <li>● <u>Students have opportunities to demonstrate their learning in multiple ways using academic writing and/or explanations.</u></li> <li>● <u>Students challenge the ideas in a text or lesson, explore and share alternative viewpoints &amp; defend arguments with evidence.</u></li> </ul> |                 |

#### **Core Teacher Skills:**

*\*This domain assumes essential content (domain 2) is accurate and teacher understands the standards/goals of the lesson*

#### **Indicator 1: Demonstrate learning**

- Plan a variety of standards and objective-aligned formative assessments.
- Design learning activities and questions that support students progressing to the essential content.
- Monitor student learning and adjust instruction while teaching.
- Plan for key moments in the lesson to monitor for learning:
  - What are the key skills you'll be looking for?

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

- o When would you monitor for evidence of those skills?
- o What misconceptions would you anticipate
- o How will you take anecdotal notes?

- Utilize student data to anticipate student misconceptions.

#### **Indicator 2: Self-evaluation**

- Create/utilize exemplars of student learning that address the standard/essential content.
- Provide transparent and engaging rubrics, checklists, or criteria for success that require demonstration of the essential content.
- Involve students in creating criteria for success on assignments and projects.
- Provide reflective moments for students to self-evaluate and adjust their own thinking/work.
- Indicator 3: Multiple ways of demonstrating
- Provide students with multiple options to express their understanding--and let them suggest some ways of being assessed.
- Students have the opportunity to choose to express their understanding in text, audio, video, multimedia, live presentations, and many other ways.
- Provide more than one way to answer on tasks so that students can express their understandings without barriers
- Indicator 4: Challenge and defend ideas
- Provide feedback that affirms student thinking and elaboration and clarifies or prompts thinking in misunderstood content.
- Encourage yourself to see, question and interpret concepts from a variety of perspectives and intentionally do the same for students.
- Provide access to complex topics so that students may engage in critical conversations that require multiple viewpoints.

## **2. Learning Environment Supportive of Student Academic Ownership:**

Instruction at Aspire Monarch Academy engages students in the study of complex, real-world themes that promote deep conceptual understanding and align to rigorous academic standards. Learning is grounded in community and cultural inquiry, encouraging students to examine issues of opportunity, justice, and equity across content areas. This approach fosters critical thinking while helping students make meaningful connections between their learning and the world around them.

In partnership with families, students, and staff, Aspire Bay Area developed the Portrait of a Graduate to define the skills and competencies students will develop. These competencies—including critical thinking, self-determination, communication, collaboration, community engagement, and lifelong learning—guide both instructional design and student experiences.

Through these competencies, teachers design inquiry-based learning experiences that center student agency and engagement with meaningful content. Educators utilize cross-disciplinary scope and sequence documents and curricular crosswalks to identify and highlight connections across subject areas. While instruction is delivered within distinct disciplines, these intentional alignments support students in making connections across content areas and applying their knowledge in varied contexts.

Students are empowered to take ownership of their academic journey, grounded in the belief that students are active drivers of their learning. This ownership is cultivated through daily instructional practices aligned with the Aspire Student Learning Framework, including opportunities for students to engage in rigorous, standards-aligned cognitive tasks, use both academic and home languages to express ideas, and participate in structured academic discourse that values multiple perspectives and collaboration.

### **Portrait of a Graduate**

#### **TK-5**

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- **(Justice Seeking Scholar) Thinking Deeply and Fairly** – Understanding what you read and see, noticing when things are unfair, and coming up with smart and fair ways to solve problems in your school or community.
- **(Knowledge of Self and Self-Determination Seeker) Knowing Yourself and Making Good Choices** – Understanding who you are, where you come from, what you believe in, and what you're good at. It also means having the confidence to set goals and make a plan for your future.
- **(Inclusive Community Caretaker) Caring for Your Community and Culture** – Respecting yourself and others, and working hard to make your school or neighborhood a kind, fair, and welcoming place for everyone.
- **(Courageous Communicator) Speaking Up and Using Your Voice** – Having the courage to say what you think and feel in a clear way, helping others be heard, and using your words to make positive changes.
- **(Compassionate Collaborator) Working Together and Caring for Well-Being** – Being a good teammate by listening, showing kindness, managing emotions, and helping others feel their best. Leading by example and working together to reach shared goals.
- **(Resilient Life-Long Learner) Being Flexible, Strong, and Always Learning** – Being able to handle changes, learn from mistakes, and stay curious and excited about learning new things throughout your life.

| <b>Teaching Methods</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Cognitive Depth and Inquiry</u> | Our teachers support all students in cognitively demanding learning experiences through carefully designed open-ended questions aligned to Depth of Knowledge. Educators thoughtfully design and lead rigorous classroom discussions that foster critical thinking and advanced problem-solving skills. Within this academic framework, students are encouraged to engage in meaningful reflection on the relevance and application of their learning to real-world contexts and everyday experiences. These learning experiences culminate in End of Unit aligned performance assessments. |
| <u>Explicit Instruction</u>        | Explicit instruction is an evidence-based form of teaching in which the teacher presents the lesson by stating the standards-aligned learning objective. The teacher then models an explicit skill and application using criteria for success.                                                                                                                                                                                                                                                                                                                                              |

| <u>Teaching Methods</u>                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | <u>using thinking steps. Next, the teacher prompts guided practice and frequent checks for understanding. At the conclusion, students take the lead and individually demonstrate their new skills or content knowledge on a formative assessment that is collected and evaluated for mastery using a rubric or success criteria to uncover misconceptions and to inform future lesson targets.</u>                                                                                                                                                                                                                                                                                                              |
| <u>Reading Comprehension Strategies</u>                          | <p><u>Literature Circles</u> are structured group discussions of a book or other piece of literature, similar to a book club, but for young people. Literature Circles provide students with the opportunity to engage in critical thinking and reflection to strengthen reading comprehension.</p> <p><u>Close Reading</u> supports access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.</p>                                                                                                   |
| <u>Integrated and Designated English Learner Development</u>     | <u>Integrated and Designated English Learner Development strategies</u> such as Structured Student Talk, Interactive Reading & Note-Taking, Academic Writing Support, and Explicit Language Instruction provide access for all students to rigorous, standards-aligned instruction.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <u>Academic Discourse</u>                                        | <u>Academic Discourse</u> promotes the idea of dialogue, the language used, and a format that facilitates a high level of communication in the classroom. The discourse can range from peer-to-peer discussion to a whole-class discussion which provides daily opportunities for students to engage in protocols that support discussion to solidify their own understanding and to support the development of peer and collective understanding. Instructional protocols include Debates, Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write. What is imperative is that students are able to process and interact with the academic vocabulary. |
| <u>Building Academic Vocabulary</u>                              | <u>Building Academic Vocabulary</u> provides regular, ongoing opportunities for scholars to strengthen tier 2 and tier 3 (content-specific) vocabulary. Protocols to support include Frayer Model, Semantic Webbing, Vocabulary Squares, and Contextual Redefinition. Academic vocabulary knowledge prepares students to take on grade-level content and succeed in school and beyond.                                                                                                                                                                                                                                                                                                                          |
| <u>Universal Design for Learning (UDL) and Flexible Grouping</u> | Aspire Monarch Academy designs instruction using <b>Universal Design for Learning (UDL)</b> principles to proactively remove barriers and ensure all                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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### Teaching Methods

students can access rigorous, grade-level learning. Teachers provide multiple means of engagement, representation, and action and expression while maintaining high expectations for all learners.

**Flexible grouping** is one instructional strategy used to differentiate support within Tier 1 instruction. Based on ongoing formative assessment and student data, teachers group and regroup students to provide targeted instruction, additional practice, enrichment, or language supports as needed. Teachers collaborate with interventionists, multilingual learner specialists, special education staff, and instructional aides to ensure students receive appropriate supports while remaining engaged in core classroom instruction. When additional intervention is needed, supports are coordinated within the school's Multi-Tiered System of Supports (MTSS).

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- ◆ To 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.

effectively implement our instructional practices, Aspire Monarch Academy prioritizes ongoing professional development and coaching through the use of the ASLF. After each classroom observation, teachers and coaches collaboratively identify a relevant teacher skill to guide the next coaching cycle. These targeted skills are selected based on formative and observational data and are aligned with strategies to accelerate student learning.

### 3. Data-driven Decision Making:

Aspire Monarch Academy uses a systematic, evidence-based approach to data-driven instruction by collecting, analyzing, and responding to diverse student data. This ensures our teaching practices are responsive, equitable, and effective across both early and late

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~~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.

The primary phonics resource in ~~TK-5~~ literacy instruction is the Open Court Reading green section materials. Writing may be supplemented with vocabulary and instruction based on the Units of Study. In addition, Aspire Oakland elementary schools also use the SEEDS early literacy curriculum in TK.

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1. Increased Rigor/Text Complexity: Emphasis on supporting students in being able to work with increasingly more complex texts
2. Nonfiction & Informational Text: A heavy focus on nonfiction, with informational

texts used routinely to increase reading comprehension

3. ~~Writing: Emphasis on written expression, in particular, across the curriculum and for various purposes and audiences~~
4. ~~Content literacy: Development of literacy skills across all content domains~~
5. ~~Vocabulary: Focus on both general academic vocabulary and domain specific vocabulary, especial for English Learners~~
6. ~~Independent reading: Opportunities for choice and time to become lifelong lovers of reading~~
7. ~~Reading, writing, speaking and listening skills: Integrating all lessons to teach, practice, and reinforce all four communication skills~~

- ~~To ensure students are growing in their ability to access complex texts and develop a personal reader identity, scholars are also provided an additional Academic Literacy Block. During this block, students in Tier 1 work to build stamina through reading diverse, choice texts at their independent or instructional reading level. Tier 3 students, who struggle the most with access to grade level texts, are supported with a Leveled Literacy Intervention (LLI) program to specifically address literacy gaps, build reading strategies, and support reading confidence.~~

~~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.~~

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

~~Throughout the K-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.~~

- ~~*Aspire Math Vision:* The Charter School's Math Program is guided by the following Vision: *All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and career, and*~~

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*empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.*

The program is designed to reflect the Math elementary classrooms.

A key mechanism in our data-informed culture is the Plan-Do-Study-Act (PDSA) cycle, which drives continuous improvement:

**Plan:** Identify targeted Common Core State Standards, specifically:

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

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

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

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

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

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

The Charter School math classroom is marked by a focus on the Standards for Mathematical Practice and the Standards by Domain with a balanced approach provides both the conceptual understanding of math and the skills to solve problems. The Charter School has intensive math

time in the daily schedule, and teachers weave the Eureka Math Program (grades TK-8), and CPM or CorePlus (grades 9-12), which is powerfully aligned with CCSS, into other content areas.

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- Science: Through the implementation of the Next Generation Science Standards (NGSS) students demonstrate understanding of 3-dimensional learning in their investigations, analysis, and argumentation as they explain relevant scientific phenomena. Students use the science and engineering practices and cross-cutting concepts to fully develop their understanding of disciplinary core ideas. All students apply conceptual understanding of physical science, life science, and Earth and Space sciences to understand their world around them. Aspire uses the Amplify curriculum to strategically support all students in grades 6-8 aligned to the California Preferred Integrated Model instructional sequence. In grades 9-12, Aspire uses a variety of curricular materials to support courses that dive deeper into the individual disciplines of biology, chemistry, physics, and engineering including Living By Chemistry, BSCS Biology: A Human Approach, Mosa Mack Science, and Holt Physics. All teachers use the 5E instructional model for inquiry-based science to ensure that students are learning the content of science through the authentic practice of science. Curriculum is also supplemented with local scientific resources including Newsela, Science, KQED Science, Discover Science, other science education journals, field trips, guest speakers, and presentations based on scope and sequence and initial diagnostic data.

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

- Do: Implement instructional strategies while actively monitoring student progress.
- Study: Analyze data to assess the impact of instruction on student outcomes.
- Act: Adjust and refine strategies based on analysis to improve future instruction.

This cycle is reinforced through formative assessments, progress monitoring, and data chats, which provide timely, actionable insights into student learning. Educators use this real-time feedback to adjust instruction, ensuring a high level of responsiveness to student needs.

Data-driven decision-making is further supported by our Multi-Tiered System of Supports (MTSS). Within this system, we employ a range of assessments—including universal screeners, diagnostic tools, and summative measures—to identify students for targeted support, inform instruction, and promote a culture of continuous learning and improvement.

#### Types of Assessments

##### Universal Screeners

Universal screeners are used to:

- Provide data to measure the effectiveness of core instruction

##### Diagnostic Assessments

Diagnostics are used to:

- Measure skill strengths and weaknesses, identify skills in

##### Summative Assessments

Summative assessments will be used to:

- Benchmark student

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| <u>to allow teams to consider adjustments across Tier 1</u> <ul style="list-style-type: none"><li>Identify students who may benefit from Tier 2 and Tier 3 support</li></ul> <p><b>Aspirewide required:</b></p> <ul style="list-style-type: none"><li>i-Ready, initial ELPAC, mClass</li><li>Currently, we do not have an Aspire-wide universal screener for CA NGSS</li></ul> | <u>need of improvement, and assist in determining why a problem is occurring</u> <p><b>Aspirewide required:</b></p> <ul style="list-style-type: none"><li>Phonological awareness &amp; Phonics diagnostics (as needed)</li><li>i-Ready (domain and instructional reports)</li><li>IABs</li></ul> | <u>performance relative to what students need to be successful on the content standards assessed</u> <ul style="list-style-type: none"><li>Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals</li></ul> <p><b>Aspirewide required:</b></p> <ul style="list-style-type: none"><li>SBAC/CAA</li><li>CAST</li><li>Summative ELPAC/ Alt. ELPAC</li><li>PFT</li><li>Unit Summative Assessments</li></ul> |
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| Formative Assessments                                                                                                                                                                                                                                                                     | Progress Monitoring                                                                                                                                                                                                                                                                                      |
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| <u>Ongoing assessment embedded within effective teaching to guide instructional decisions and provide indicators for scaffolding, accommodation, and/or accessibility solutions.</u> <p><u>Examples of Formative Assessments: Exit tickets, curriculum embedded assessments, IABs</u></p> | <u>Progress Monitoring Measures - Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.</u> <p><u>Examples of Progress monitoring: Plan-Design-Study-Assess Cycles, ORF, Phonics Mastery Test</u></p> |

4. Social Emotional Learning (SEL) and Behavioral & Mental Health Programming:

Aspire Social and Emotional Learning Vision Statement

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

Managing

- Develop self-awareness and a positive sense of identity
- Strengthen self-management through effective regulation of emotions and behaviors
- ~~Feeling and expressing~~ Demonstrate social awareness, including empathy and compassion for others
- Build and maintain positive, healthy relationships
- Make responsible and ethical decisions

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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● Setting and achieving positive achieve meaningful personal and academic goals.

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SEL competencies and themes are taught integrated throughout the school day and explicitly taught.

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#### Mental Health Programming

Mental wellness is essential to the healthy development of our scholars in academic and social contexts. All stakeholders, inclusive of families and staff, embrace a strengths-based perspective to realize the potential of scholars to learn and improve their overall well-being. With this understanding, the mental health program provides differentiated, trauma-informed, and culturally humble and responsive mental health services such that scholars and families are successful at Aspire Monarch Academy and beyond. Our program provides scholars with school-based, social-emotional counseling that is available through our school Mental Health Department, staffed with BBS registered and licensed therapists. School based Mental Health Therapists work with scholars focusing on issues that are present during the advisory block that features the use of circles for—school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. Mental health services are available throughout the day.

#### 5. Small School Community Supports:

The Aspire Monarch Academy community is small, in both overall enrollment and average class size. This allows faculty to foster deep relationships with the student body. Our instructors can implement programming and practices that provide personalized attention to students, built upon awareness of student academic and non-academic needs and interests.

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Students are more likely to succeed in small school environments, where teachers, principal and staff have fostered a familiar relationship and group identity one in which all stakeholders feel a part of the community. At Aspire Monarch Academy, one of our key aims is for each student to be known, seen, and valued by our faculty.

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In practice, our teachers greet their scholars during threshold (i.e., a door greeting relationship-building as well as for restoration of community- RULER strategy) and create time and space to individually check in as needed, which could be during morning meetings, lunch, recess, or during small group time.

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Teachers provide targeted instruction; learning specialists provide tailored support to our students with IEPs. The Education Specialist collaborates with classroom teachers to ensure that the curriculum is being implemented this year with the purpose of developing self awareness, empathy, and strategies for managing emotions and conflict. In addition, smaller groups are organized for 6-8 week blocks to support students with more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief and lesson delivery are accessible for students with IEPs. Their intentional collaboration is essential to the success of student learning. All instructors help students manage their work and goals independently.

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The expanded learning program at Aspire Monarch Academy offers students in grades TK-5th an opportunity to participate in a variety of extracurricular activities. During school breaks, the program offers students an additional 30 days to participate in programs that support their academics and expose them to various enrichment opportunities such as STEM Club, Guitar Club, Cooking Club, Art Club, Basketball, Soccer, Volleyball, and Chess.

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**Our Commitment to a Liberatory Learning Environment**

Aspire Monarch Academy’s instructional model is rooted in culturally responsive practices guided by the Aspire Student Learning Framework (ASLF). Our approach ensures that every student, including Multilingual Learners and Standard/Mainstream English Learners, has access to rigorous, relevant academic experiences.

We are committed to creating learning conditions that enable every scholar to reach their full potential. Our classrooms promote safety, structure, and engagement with high expectations for all. Our teachers emphasize restorative justice principles and normalize mistakes as part of the learning process to cultivate a supportive and safe learning atmosphere. Recognizing the inequities that exist in broader society, we actively work to disrupt those systems and create transformative, empowering experiences for our students.

**Curriculum**

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

Aspire Monarch Academy uses standards-aligned, adopted curricula alongside culturally responsive instructional materials to provide equitable access to foundational academic skills, higher-order thinking, and life skills. Teachers leverage cross-disciplinary curricular crosswalks and scope and sequence documents to highlight connections across content areas, supporting students in making meaningful links between disciplines.

| Subject                                                       | Curriculum Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <u>English Language Arts and English Learner Development:</u> | <p><u>Aspire Monarch Academy's instructional program incorporates strategies that engage students in complex, real-world themes and promote deep conceptual understanding through community and cultural inquiry. Instruction is intentionally designed to reflect and affirm students' cultural identities and experiences, integrating a social justice lens throughout the instructional cycle.</u></p> <p><u>Aspire Monarch Academy's English Language Arts and English Learner Development curriculum is designed to support the examination and analysis of grade-level, complex texts through demonstration of critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate, and discuss ideas. Throughout the curriculum, students engage in academic writing such as narrative, expository, and argument forms that range from various modes of expression appropriate to the audience and purpose. Students will be exposed to instructional strategies, such as academic discourse discussion protocols, in order to support them in formulating and communicating ideas clearly and effectively. Additionally, Multi-Language Learner ("MLL") supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction.</u></p> <p><u>Aspire Monarch Academy uses Wit &amp; Wisdom for grades K-5.</u></p> <p><u>Wit &amp; Wisdom is an instructional K-8 ELA curriculum that is based on the Science of Reading and allows students to dive deep into topics and authentic core texts to build</u></p> |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                        | <p>knowledge of the world around them. Through lively classroom discourse, content-rich texts, and detailed writing prompts, students build a deeper understanding of history, science, and geography while developing the critical thinking skills that will benefit them for a lifetime.</p> <p>EL Achieve is a comprehensive English Language Development Program that is focused on student-centered instruction, which supports content-area success by strengthening language abilities and teaching the language that native-English speakers already bring to their schooling. It follows a scope and sequence of language skills, with a focus on the high-leverage, portable vocabulary and sentence structures of the proficiency level.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <u>Social Science:</u> | <p>Aspire Monarch Academy's history and social studies instructional program is interwoven with the English Language Arts curriculum, lending itself to interdisciplinary instruction. Teachers build upon their history / social studies content in order to support and enhance the learning happening in other subject courses. 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, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at the elementary level include primary sources, historical literature, and a variety of non-fiction texts as recommended by the Common Core State Standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <u>Mathematics:</u>    | <p>Aspire Monarch Academy's math curriculum is designed to focus students on the major work of each grade to develop a deep understanding of standards that are connected to key topics and concepts as they are built over time. Delivery of instruction is focused on utilizing a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency, and skills and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluencies, and critical problem-solving skills.</p> <p>Students will learn to apply mathematical concepts and processes. Students' ability to deeply understand concepts through problem-based questions is highly emphasized and assessed through everyday teaching and learning. This includes the students' ability to learn and apply Standards of Mathematical Practices. Students will be exposed to instructional strategies like the Three Reads Protocol and Academic Discourse discussion protocols in order to elicit student thinking. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to develop fluency in symbolic reasoning and in constructing logical arguments. Students are exposed to a variety of problems and mathematical situations that require them to use strategies flexibly to reason, both abstractly and quantitatively.</p> |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                        | <p><u>identify appropriate tools, develop models, and leverage their conceptual foundation to solve complex tasks and problems.</u></p> <p><u>Grades TK-5 use Eureka Squared Math. Eureka Math Squared is a comprehensive TK-8 curriculum that sequences math concepts from basic to advanced. It is known for its coherence and rigor, structured to help students build a strong foundation in mathematics, and focuses on a deeper understanding of mathematical concepts.</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <u>Science:</u>                        | <p><u>Aspire Monarch Academy's science curriculum allows students to demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and solve problems. They apply conceptual knowledge and processes from the Disciplinary Core Ideas ("DCIs"): Life Science, Physical Science, Earth and Space Science, and Engineering, in order to further the study of science and relate the study of science to other disciplines. This includes the students ability to learn and apply the Science and Engineering Practices ("SEPs") and Cross-Cutting Concepts ("CCCs").</u></p> <p><u>Grades K-5 use Amplify Science. Amplify Science is a Next Generation Science Standards aligned curriculum that utilizes a hands-on investigative approach along with the use of print resources and digital modeling tools and simulations. Amplify Science is organized around units where students encounter compelling phenomena and real world problems, develop and strengthen claims by collecting evidence and testing assumptions, and apply their learning in new contexts. The units provided by the curriculum are the base for interdisciplinary instruction. The units per grade level cover the following topics:</u></p> <ul style="list-style-type: none"> <li><u>● Kinder: Needs of Plants and Animals, Pushes and Pulls, Sunlight and Weather.</u></li> <li><u>● First Grade: Animal and Plant Defenses, Light and Sound, Spinning Earth.</u></li> <li><u>● Second Grade: Plant and Animal Relationships, Properties of Materials, Changing Landforms.</u></li> <li><u>● Third Grade: Balancing Forces, Inheritance and Traits, Environments and Survival, Weather and Climate.</u></li> <li><u>● Fourth Grade: Energy Conversions, Vision and Light, Earth's Features, Waves, Energy and Information.</u></li> <li><u>● Fifth Grade: Patterns in the Sky, Modeling Matter, The Earth System, and Ecosystem Restoration.</u></li> </ul> |
| <u>Social Emotional Learning (SEL)</u> | <p><u>Social Emotional Learning competencies are explicitly taught during morning meeting and SEL lesson blocks. RULER is the curriculum that we use to support building students' capacities in the CASEL SEL competencies of self awareness, self management, social awareness, relationship building and responsible decision making. In this curriculum there are a specific set of tools that are designed to build students' emotional intelligence:</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                 | <ul style="list-style-type: none"><li>● <u><b>The Classroom Charter:</b> Students participate in the development of a written community agreement, known as the Charter, that allows for the inclusive and equitable safety of all members conducive to learning effectively. In the Charter, students collectively share how they want to feel at school, the actions they can take that might produce these feelings, and the actions they commit to taking if someone is not supporting these feelings.</u></li><li>● <u><b>The Mood Meter:</b> The Mood Meter is a two-axis grid used to show students' levels of pleasantness/unpleasantness against high/low energy. Instructors teach students to identify how they feel using the grid and its two conditions. Students also learn and practice expressing vocabulary associated with these feelings, as well as try out regulation strategies to proactive, responsive actions they can take to alter their moods and actions.</u></li><li>● <u><b>The Meta--Moment:</b> This tool is a process for responding to emotional situations that could cause reactive emotions. This practice is used as a self reflection moment, where students visualize being their best self and strive to implement strategies to align who they are with that vision.</u></li><li>● <u><b>The Blueprint:</b> As a conflict management tool, the Blueprint helps students practice engaging in empathy by teaching students to consider others' perspectives and respond to a situation in consideration of how others are feeling.</u></li></ul> <p>Faculty dedicate the first part of the school year unpacking these tools and familiarizing students with them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress with their Advisor and through journaling.</p> |
| <u>Physical Education (PE):</u> | <u>Aspire Monarch Academy's Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, nutrition, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games, and some net games.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

- **Interventions and Enrichment** programs, collaborations with local health agencies, and assemblies. Health instruction follows the California Health Framework and the California Healthy Youth Act which requires sexual health education in middle and high school. Data from internal surveys and other sources will inform additional needed interventions.
- **Physical Education:** The Aspire Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and

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mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games (such as Four Square), and some net games. Recess time and lunch play time also reinforce the skills, activities, and games which are learned during PE class.

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### Interventions and Enrichment

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The Charter School instructional program is designed with the understanding that not all students learn at the same pace in the same way; therefore, all available data drives the teacher's response to the individual student's learning needs. The Response to Intervention Program is used at the Charter School, in order to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade-level standards. The most important element of RTI is a tiered approach to progress monitoring in order to assess how students are doing and the effectiveness of the curriculum, as follows:

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### Interventions

Monarch Academy's academic program acknowledges the diversity in student learning by leveraging comprehensive data to inform instruction. The school aims to provide systematic and proactive support to all students by using the Multi-Tiered System of Supports framework, which allows us to center those who demonstrate academic, social-emotional, or behavioral challenges. Student support and progress is monitored regularly to assess next steps. The MTSS framework is composed of three tiers of support:

- Universal Supports (Tier 1 is at the) encompass high-quality classroom instruction level, ensuring that teachers are differentiating the instruction in order to understand each student's, where educators employ differentiated teaching methods to cater to the varied strengths and weaknesses needs of students. This could mean individual assistance, small group review, and personalized courseware experiences.
- Tier 2 adds supplemental interventions that can happen in or outside of the regular classroom and occurs more frequently. Targeting instructional needs like this may often happen with a specialized teacher or instructional assistant.
- Tier 3 interventions are designed for students who require more intense, explicit and level involves general classroom adjustments, such as individualized instruction and have not shown sufficient response to Tier 1 and Tier 2

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interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute support, small group sessions every week for nine to twelve weeks, with specialized materials and approaches.

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

#### Assessment

- At Aspire Public Schools, assessment is a critical tool for observing individual student progress, determining the efficacy of individual teachers, and evaluating the success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on students', and customized learning regarding all three outcomes. Aspire students are assessed through experiences.
- Targeted Supports (Tier 2) introduces an additional layer of interventions within or outside the regular classroom setting, delivered intentionally to meet specific instructional gaps based on data driven decisions. These interventions are often facilitated by classroom teachers with collaboration by specialized educators, administrators, or instructional aides.
- Intensive Supports (Tier 3) increases comprehensive instructional support for students through more frequent and more individualized intervention programs, often in addition to other layers of support. This intensive level of need is often met through one-on-one or small group support to address diverse student needs.

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Monarch Academy prioritizes professional development in MTSS strategies, with a focus on meeting the unique needs of English Learners and students from marginalized communities. The process through the tiers is dynamic and responsive, ensuring timely and effective support for every student. Examples of support strategies may include the following:

| <u>Tier 1</u>                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Tier 2</u>                                                                                                                                                                                                                                                                                                                                                                   | <u>Tier 3</u>                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <u>Additional instructional time</u></li><li>• <u>Differentiated instruction</u></li><li>• <u>Various options to demonstrate mastery</u></li><li>• <u>Flexible groupings</u></li><li>• <u>Additional exposure to the information and language being presented in the lesson</u></li><li>• <u>Progress reports to parents/guardians</u></li><li>• <u>Instructional Aide support</u></li></ul> | <ul style="list-style-type: none"><li>• <u>Group and individual counseling</u></li><li>• <u>Parent meetings</u></li><li>• <u>One-on-one instruction by teachers, paraprofessionals or a Special Education Resource Teacher (for students with IEPs)</u></li><li>• <u>One-on-one check ins with a culture team member and/or mentor</u></li><li>• <u>Peer tutoring</u></li></ul> | <ul style="list-style-type: none"><li>• <u>Daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors, after-school group tutoring)</u></li><li>• <u>A higher level of strategic collaboration and coordination among the team (general and</u></li></ul> |

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| <ul style="list-style-type: none"><li>● <u>Focus on accelerating student progress and meeting student needs</u></li><li>● <u>Opportunities for breaks as needed</u></li><li>● <u>Social and emotional learning</u></li><li>● <u>Positive Behavioral Interventions and Supports ("PBIS")</u></li></ul> | <ul style="list-style-type: none"><li>● <u>Additional focused assignments targeting areas of need</u></li><li>● <u>Behavior contracts</u></li><li>● <u>Alternatives to suspensions</u></li></ul> | <u>specialized) providing services to each student</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|

#### Student Support Team

When interventions are not yielding the desired outcomes, the educational team engages in the Student Support Team ("SST") process to evaluate and plan further steps to support, ensuring a comprehensive and student-centered approach. The SST includes the student's teacher(s), an administrator, additional relevant staff such as a counselor, Interventionist, special education teacher, the parent(s), and the student (if appropriate). Any teacher or parent can request an SST review of a student's needs for additional support and intervention.

#### An

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, ELPAC and Physical Fitness Test)<sup>1</sup>;
- Other nationally recognized norm-referenced and/or developmentally-based tests (e.g., STAR Renaissance Reading Assessment, Fountas and Pinnell reading benchmarks and running records);
- Specialized assessments developed by Aspire for all areas of the academic core (e.g., project rubrics, Performance Tasks);
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- The final assessment for students at the Charter School will be their Rites of Passage ExperienceS (ROPES) Presentation. This interdisciplinary project incorporates all of the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to

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<sup>4</sup>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.

~~an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.~~

~~administrator or designated staff member, such as the Reading Interventionist, is responsible for scheduling the SST meeting at a time when all required participants are available and for sending formal notification. The facilitator prepares all necessary materials for the meeting, including the sign-in sheet, agenda, meeting notes, and any relevant referral documents and evidence. During the meeting, the facilitator ensures that all participants are engaged in the discussion. The SST team collaboratively identifies and documents concerns, and develops a targeted plan to address the student's specific needs. The agreed-upon plan is documented, and a follow-up meeting is scheduled approximately 6–8 weeks after the initial SST meeting. Following the meeting, team members assigned specific roles are responsible for collecting data and providing ongoing input on the effectiveness of the interventions.~~

~~At the subsequent SST meeting, the team reviews progress and determines next steps. If the team notes progress, they acknowledge the accomplishment with the family and decide which set of supports will remain in the plan, which components warrant reconsideration, or whether the SST process should continue. If the team notes no progress or decides to revisit the plan, they review the plan to consider continuing and/or modifying interventions.~~

~~As needed, the team updates student records with SST documentation and schedules another 6-8 week follow-up meeting. Interventions continue until students are meeting their stated goals or referral for assessment is recommended. Referral for special education eligibility may occur after reasonable and consistent interventions have been implemented and determined to be unsuccessful.~~

#### Enrichment

~~At Aspire Monarch Academy, the enrichment offerings significantly enhance the educational experience, providing students with a diverse array of clubs and sports that cater to a wide range of interests and abilities. These extracurricular activities play a crucial role in promoting personal growth, leadership skills, and community engagement among students. By participating in these programs, students not only explore their passions and develop new skills but also learn the value of teamwork and perseverance, which are essential for both academic and personal success.~~

~~We are committed to providing a well-rounded educational experience through our daily integrals, which support students' physical, creative, and technological development. All students participate in Physical Education (PE), where they engage in activities that promote fitness, teamwork, and healthy habits. Students also attend Media, our technology class, where they build essential computer skills and develop digital fluency to support their academic learning and prepare them for an increasingly digital world. In addition, Monarch Academy offers Art and Music, where students engage in meaningful, hands-on creative experiences. In Art, students explore various mediums and express their ideas through thoughtfully designed projects. In Music, students have opportunities to learn and play a variety of instruments, including xylophone, drums, guitar, and ukulele, while developing an appreciation for rhythm, collaboration, and performance. Together, these integrals enrich the student experience and support the development of the whole child.~~

~~Our After School Program at Monarch serves as a vibrant extension of the school day, intentionally designed to enrich, inspire, and empower every scholar. Through our Expanded Learning Program (ELP), students engage in a wide range of high-quality enrichment opportunities that elevate both academic and personal growth. Scholars participate in LIFT Culinary Arts, Music,~~

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chess, and dynamic STEM science experiences, alongside hands-on arts and crafts that spark creativity, imagination, and self-expression. Students also have access to on-site coding and robotics, building essential 21st-century skills in creativity, collaboration, and problem-solving. In addition, scholars benefit from meaningful field trip experiences that extend learning beyond the classroom and connect them to the world around them. What sets Monarch apart is our commitment to equity and access—these enriching arts, science, technology, and engineering opportunities are available to all students, creating a joyful, engaging environment where every child can explore their passions, discover new talents, and thrive.

Monarch Academy offers opportunities for student voice and connection through Student Council and monthly friendship group meetings. Student Council serves as a key representation of the student body and provides a consistent avenue for gathering student perspectives on school culture, climate, and overall experience. Members share feedback with school leadership regarding student ideas, concerns, and suggestions, and help plan and lead schoolwide spirit-building activities that promote a positive and inclusive environment.

In addition, Monarch Academy facilitates monthly friendship group meetings designed to support students in building social skills, strengthening relationships, and fostering a sense of belonging. These groups provide a structured space for students to connect with peers, practice communication and collaboration skills, and develop positive interactions within the school community.

Together, these opportunities help elevate student voice, strengthen school culture, and support the social-emotional growth of all students.

#### Technology as a Tool

At The Charter School Monarch Academy, technology is used as a tool plays an integral role in supporting instruction, collaboration, and student learning. Students have access to Chromebooks, which they use for research, communication, and production—just practicing essential academic skills. Classrooms are also equipped with tools such as projectors and document cameras to enhance presentations and demonstrations. Through digital applications and computer-based math activities, students are encouraged to think critically and apply their knowledge by developing models and solving complex problems.

To further strengthen instruction, Monarch Academy incorporates a variety of online learning platforms that complement teacher-led lessons and provide additional opportunities for students to engage with content both at school and at home. One of the primary tools used is i-Ready, an adaptive program that personalizes learning based on each student's skill level. This platform supports differentiated instruction by adjusting content to meet students where they are, helping to increase engagement and promote academic growth.

In addition to instruction, i-Ready serves as an important assessment resource. Teachers regularly review student progress data to guide lesson planning, adjust instruction, and form targeted small groups for both enrichment and intervention. The assessment component is in everyday life. Each school-administered three times annually—in the Aspire network has August, December, and May—allowing staff to track growth over time and make data-informed decisions about student support.

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Monarch Academy also utilizes Lexia Learning to strengthen literacy development. This program provides structured practice in key reading areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. It aligns with the school's focus on the Science of Reading and complements SIPPS instruction. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a combination of laptops and Chromebooks, usually at 1:1 or 2:1 student to computer ratio. Students exercise their higher-order thinking skills research-based intervention designed to build foundational reading skills, particularly for students who need additional support. In mathematics, the school uses the ExploreLearning program Reflex. Reflex helps students develop fluency with basic math facts and build number sense.

Teachers at Monarch Academy also rely on technology to enhance instruction and maintain strong communication with families. Many lessons are created using Google Workspace tools, especially Google Slides, to provide visual and interactive learning experiences. Teachers may share additional instructional videos through simulations and presentations, YouTube or create their communication and production skills own recordings for students and families to revisit as needed. Communication platforms, such as PowerSchool Messenger, are used to ensure that families stay informed and connected to their child's learning.

*Early Literacy Assessment and Family Communication*  
Monarch Academy administers the DIBELS (mCLASS) assessment to all students in Kindergarten through electronic mail and publishing, and their research skills through use of electronic references, including the Internet 2nd grade three times each year (August, December, and May) to monitor early reading development. After the beginning-of-year assessment, families of 1st and 2nd grade students who are performing well below grade-level expectations are contacted and provided with information about their child's results, along with details about the targeted supports and interventions that will be implemented. Following the middle-of-year assessment, this same level of communication is extended to families of Kindergarten students who are identified as significantly below benchmark, ensuring they are informed of both performance and the instructional supports in place.

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

Plan  
As a result of this philosophy and approach, the Charter School has been leveraging blended learning in both its ELA and math blocks since the 2015-16 school year. This instructional model combines teacher led small group instruction with digital learning and interdisciplinary units. Students will follow individualized learning paths on computers as part of their core instruction. This model creates a structure that supports more targeted small group instruction in the classroom and helps hone students' digital literacy skills. The Charter School also employs a technology teacher that instructs on technology skills and coding, as well as an  
*Aspire Monarch Academy Charter Renewal Petition (2019-2024)*

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Education Technology Specialist that works with teachers to to plan on how best to integrate technology tools strategically into the curriculum.

#### *Support for all Students*

##### *Effective Teachers and Education Specialists*

At the center of the educational program are the teachers and Education Specialists. The faculty will consist of well-prepared and certified teachers and Education Specialists. 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,

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deepen their understanding of concepts and achieve at high levels. The focus of teacher collaboration, which includes the Education Specialist, is to engage the instructional cycle which includes analyzing data to understand student learning, internalizing 6-8 week modules and units with a standards lens to gain a wider understanding of overall learning goals, internalization of weekly lessons with a standards focus, and teach backs which empower teachers to practice instructional delivery and get feedback before engaging with students. Finally, The Charter School invests deeply in low ratios for instructional and management coaching, ensuring that every teacher and Education Specialist is observed and has a coaching debrief at least once every two weeks.

**Support for English Learners**

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***Overview***

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

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

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The Charter School meets ASPIRE Monarch Academy will meet all applicable legal requirements for English Learners as it pertains, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, English Learner program options, EL and core content instruction, teacher qualifications and training, re-classification reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, progress monitoring English Learners towards reclassification, progress monitoring students who have been reclassified in the previous 4 years, and standardized testing requirements. Aspire implements ASPIRE Monarch Academy will implement policies to assure proper placement, evaluation, and communication regarding EL's ELs and the rights of students and parents. Our goal for our English Learner program is to create college-ready students who are proficient in English and capitalize on students' multilingual and multicultural proficiencies.

The Charter School administers the English Language Proficiency Assessment for California (ELPAC). The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire's EL Master Plan can be found in Appendix VII.

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Home Language Survey

The School administers

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

English Language Proficiency Assessment

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### ELPAC Testing

All students who indicate that their home language is a language other than English on any of the four home language survey questions, will go through the following:

- The student is given the English Language Proficiency Assessment for California (ELPAC) or the current California language assessment have their records checked against CALPADS, and if no previous record exists, they will be tested within thirty days of initial enrollment with the ELPAC. The Initial ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and at least annually thereafter between July 1 (Level 1: minimally developed) and October 31 until re-designated as fluent English proficient) is aligned with the 2012 California ELD Standards.

#### Aspire notifies

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

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

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be

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assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

◆ ASPIRE Monarch Academy will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

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- ◆ As soon as the ELPAC data is received from the state, the data is imported into Aspire's Data Portal. The sample report below guides the placement and instruction of all English Learners, as well as inform professional development for all staff.

#### Redesignation

#### 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:

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- ◆ 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.
- ◆ 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 in 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.

~~Assessment of students' independent reading level as compared to grade-level Lexile expectations using the STAR Reading assessment in conjunction with the Fountas and Pinnell Reading Benchmark.~~

~~Students who have met the criteria to be reclassified from English Learner to Fluent English Proficient will be monitored for four years. Documentation will be completed by classroom teachers and filed in the students' cumulative folders.~~

#### ~~Strategies for English Learner Instruction and Intervention~~

~~To meet the needs of English learners, Aspire has adopted curricula with embedded supports to target English Language Learner needs and added an intensive literacy intervention (LLI) to target EL reading skills. Specifically, strategies in these resources include:~~

- ~~● Integrated strategies to ensure comprehensible input within the Lucy Calkins Units of Study~~
- ~~● Strategies for honoring and building upon student's prior knowledge as a key lever for literacy growth~~
- ~~● Daily opportunities for structured oral language practice~~
- ~~● Differentiated tools for supporting ELLs in accessing complex academic concepts and strategies~~

~~All teachers will be given professional development to ensure curricular resources for all ELLs is aligned to grade-level standards in all content areas. Teachers will also be provided context and support for utilizing the ELA/ELD Framework to support integrated ELD instruction.~~

~~Ongoing Assessment of EL Students~~  
~~The Charter School's use of achievement data will also drive the instruction and professional development as it relates to English Learners. The Charter School will analyze the achievement data by this subgroup, and continue to assess the students through teacher-designed assessments and Aspire's interim assessments.~~

~~In the beginning of the year, a student data tracker is used to identify levels and multi-year trends in progress for English Language Learners. The student data tracker is used to identify English Learners for targeted instruction during the intervention blocks. Special attention in planning interventions is given to English Learners who are not making expected progress. All interventions are monitored and progress is tracked to either move students into new levels or out of intervention services.~~

~~Monitoring and Evaluation of Program Effectiveness~~  
~~The evaluation for the program effectiveness for ELs in The Charter School will include:~~

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- Monitoring student literacy growth through quarterly STAR Reading Assessments and F&P Benchmarks

~~Regular and ongoing Running Record assessments embedded into the Leveled Literacy Intervention for struggling readers~~

- ~~• Early Reading Diagnostic assessment, four times a year, to progress monitor foundational literacy skills with specific EL foci in grades K-2~~
- ~~• Additional progress monitoring of TK-EL scholars with IGDI (Individual Growth and Development Indicators assessment) to gauge vocabulary acquisition~~
- ~~• Summative ELPAC data analysis (first round of data in Fall 2018) with paired appropriate ELD instructional strategies targeting specific needs~~
- ~~• ELAC meetings and activities to involve families and school staff in monitoring EL instruction, experiences, and data~~

#### **~~Redesignation Procedures & Reclassification (Exit) Criteria~~**

~~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~~

Aspire Public Schools offers two programs by default:

- Structured English Immersion (“SEI”)
- English Language Mainstream (“ELM”)

The SEI Program is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers through an SEI model improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the ELA/ELD Framework.<sup>15</sup>

**Integrated ELD** is regular class time where teachers with ELs in their classrooms use the 2012 ELD Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.

**Designated ELD** is a protected time during the regular school day when teachers use the 2012 ELD Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

English Language Mainstream is the program for English Only (“EO”), Initial Fluent English Proficient (“IFEP”), and Reclassified Fluent English Proficient (“RFEP”) students. Families of English Learners may request a placement in only ELM using the English Learner Services Waiver.

<sup>15</sup> “ELD Framework (2014), Chapter 2, Figure 2, California Department of Education.”

At minimum, students at all ELD levels are placed into designated ELD courses. These Designated ELD courses correspond to students' EL proficiency levels (Emerging, Bridging, Expanding) and grade level. Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language.

To better access the core curriculum, all ELs receive Integrated ELD, which is taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

As outlined by the State, key components of Integrated ELD include:

- Effective instructional experiences for ELs throughout the day and across disciplines,
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence,
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.

#### Monitoring and Evaluation of Program Effectiveness

ASPIRE Monarch Academy shall evaluate the effectiveness of its education program for ELs by:

- Adhering to academic benchmarks by language proficiency level and years in program to determine annual progress towards reclassification.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.
- Keeping documented record of the annual evaluation and next steps

#### Support for All Students

At Monarch Academy, we are committed to accelerating learning for students who need additional support through a cohesive and responsive system of instruction. Our approach combines a Multi-Tiered System of Supports (MTSS), ongoing instructional coaching cycles, and alignment with a rigorous, student-centered learning framework.

MTSS enables us to identify student needs early and provide targeted, data-driven interventions at increasing levels of intensity. This structure ensures that each student receives the right support at the right time. Complementing this, our instructional coaching cycles promote continuous reflection and refinement of teaching practices, allowing educators to adjust strategies based on student progress.

Together, these systems create a dynamic and evolving model of support that prioritizes culturally responsive instruction, high expectations, and equitable outcomes for all students at Monarch Academy.

#### Youth Supports for Foster and Homeless Students

In alignment with the McKinney-Vento Homeless Assistance Act, Monarch Academy ensures that foster youth and students experiencing homelessness receive the services and protections necessary to fully access their education. Eligible students are guaranteed immediate enrollment and equal access to educational opportunities, free from barriers related to housing instability.

Our Administrative Designee serves as a liaison, coordinating identification, enrollment, and access to resources. Monarch Academy also allocates dedicated funds to support these students, which may be used for essential needs such as transportation, school supplies, clothing, tutoring, and other approved services.

The site liaison receives ongoing training and guidance to ensure compliance with all legal requirements and to provide responsive, informed support to students and families.

#### Students Performing Below Grade Level

Monarch Academy maintains high expectations for every student and is deeply committed to supporting those who are not yet meeting grade-level standards. Students identified through universal screening assessments as needing additional support receive targeted interventions tailored to their specific needs.

These supports may include differentiated instruction within the classroom, small-group guided learning, additional academic support after school, or participation in specialized intervention classes led by trained educators. Instructional resources are grounded in research-based practices and may include both teacher-designed materials and established intervention programs.

During the school day, students with foundational literacy needs receive explicit, systematic instruction to strengthen core reading skills. Beyond the school day, expanded learning opportunities provide consistent, individualized tutoring in reading and mathematics.

#### Students from Socioeconomically Disadvantaged Backgrounds

Monarch Academy is intentionally designed to serve students from historically underserved communities, including those from low-income backgrounds. Our academic program prioritizes equitable access to rigorous instruction and prepares all students for success in college and career pathways.

We foster a close-knit school environment where small class sizes and strong relationships allow educators to understand and respond to each student's unique strengths and needs. Students who qualify for Free and Reduced-Price Meals are identified annually, ensuring that appropriate supports and resources are consistently provided.

#### Students Performing Above Grade Level

Monarch Academy is equally committed to challenging and extending learning for students who exceed grade-level expectations. Our instructional approach emphasizes differentiation, allowing advanced learners to engage with more complex content and higher-level thinking tasks.

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Students may access accelerated coursework, including opportunities for grade-level advancement when appropriate, or engage in enriched learning through personalized digital platforms. Teachers design lessons with multiple entry points, incorporating higher-order questioning, advanced assignments, and independent learning opportunities.

High-performing students regularly participate in collaborative discussions such as Socratic seminars and literature circles, strengthening their analytical thinking and communication skills. Additionally, they have access to extended curriculum resources that allow them to explore content beyond their current grade level, ensuring continuous growth and intellectual challenge.

## Grading

### Grading Vision

Our Aspire core value, agency and self-determination, states that each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for themselves and their families. Our grading policy and practices strive to embody these tenets in alignment with our values, mission, and vision. Aspire has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

- Grades should be accurate: Grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student's level of academic performance.
- Grades should be bias-resistant: There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student's progress towards mastery or how effectively they have met the standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational, and/or culturally-influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).
- Grades should be motivational: Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

| <u>State<br/>Criteria<br/>for<br/>Grades</u>      |                                                                                                                                            | <u>'18-'19 Aspire Policy</u> |          |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------|
| <b>Assessment of English Language Proficiency</b> | <b>Using ELPAC:</b><br>1. Overall score of Level 3 (or higher)<br>2. Oral Language score and Written Language score of Level 3 (or higher) | <u>2</u>                     | <u>1</u> |

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|                                        |                                          |                                                                                                                                      |                                                                                                                                                                                                                                                                       |  |
|----------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Teacher Evaluation</b>              |                                          | Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance |                                                                                                                                                                                                                                                                       |  |
| <b>Parent Opinion and Consultation</b> | <u>Meeting the grade-level standards</u> | <u>Approaching the grade level standards (Students has key gaps in their understanding)</u>                                          | <u>Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified</u><br><u>Not met the standards</u><br><u>(Student is unable to demonstrate B or C levels without assistance)</u> |  |

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| Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. | <p>Scored at or above on <u>one</u> of the following academic indicators:</p> <p>1. — Nearly Met level (Level 2) or higher on the ELA SBAC.</p> <p>2. — Nearly Met level (Level 2) or higher on the ELA ICA.</p> <p>3. — One level below DRA/F&amp;P independent grade level cut-off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively).</p> <p>4. — Below Grade Level on STAR Ren (Grades 2-12) or lexile of -104 for K and 1.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

After receiving the ELPAC results each year, the Data & Assessment team at Home Office generates a list of possible students for redesignation based on these criteria. Parents are notified by school sites and given the option to review and express an opinion on redesignation.

After a student is redesignated to RFEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of reclassified students. Reclassified students must be monitored for continued progress for 4 years.

#### *Assessment of English Learners with Disabilities*

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

#### *Reclassifying English Learners with Disabilities*

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

|                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>State Criteria</u>                                                                                                                                                                                     | <u>'18-'19 Aspire Policy</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assessment of English Language Proficiency (ELPAC Test Results)</b>                                                                                                                                    | <p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Teacher Evaluation</b>                                                                                                                                                                                 | Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Parent Opinion and Consultation</b>                                                                                                                                                                    | Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</b> | <p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> <li>1. — Nearly Met level (Level 2) or higher on the ELA SBAC.</li> <li>2. — Nearly Met level (Level 2) or higher on the ELA ICA</li> <li>3. — Two levels below DRA/T&amp;P independent grade level cut-off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively).</li> <li>4. — STAR Ren level at the average of an English Only student with a similar disability</li> <li>5. — The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WIJ, KTEA, WIAT-III)</li> </ol> |

*For Students with Disabilities on Alternate Curriculum*

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

### ***Student Achievement Goals***

1. ~~Academic Achievement—English Learners show evidence of academic achievement at the same rate or higher as measured by performance tasks, Star Ren, ICA Assessments, Eureka Math Interims for K-8, and the California Common Core State Standards Assessment (SBAC). Each school's individual charter and LCAP provide specific growth targets.~~
2. ~~Reclassifying English learners—All English Learners who meet established criteria are reclassified. There is established follow up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The state required conditions for reclassifying are as follows:~~
  - a. ~~Students meet the ELPAC criterion, scoring at the Early Advanced or Advanced level on the ELPAC without any subtest scores below the Intermediate level~~
  - b. ~~Students meet district set Academic Criteria~~

- e. ~~Teacher recommends reclassification based on classroom evidence of academic performance~~
- d. ~~Notification of parents of student status and right to be involved in the reclassification process~~

### ***Strategies and Support***

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

The tenets of the program include these guiding principles:

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

### ***Students Achieving Below Grade Level***

The Charter School sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including:

*Aspire Monarch Academy Charter Renewal Petition (2019-2024)*

~~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:~~

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

| <b>Assessment</b>                                           | <b>Criteria For Additional Intervention</b> |
|-------------------------------------------------------------|---------------------------------------------|
| Smarter Balanced Assessment Consortium (SBAC) — ELA or Math | Not Met or Nearly Met the Standard          |
| Fountas and Pinnell                                         | Below grade level                           |
| Parent Recommendation                                       | Any                                         |
| Teacher Recommendation                                      | Any                                         |

~~The Charter School utilizes the Response to Intervention framework (RtI) of tiered intervention to ensure that students below grade level, or students achieving below expected levels of performance, receive additional instruction or intervention to ensure progress towards expected levels. Through the systematic RtI process of weekly review of student progress, schools are universal in assessing students' academic, behavioral and socio-emotional development needs, and proactive in providing students with appropriate timely, targeted and effective research-based interventions. Systematic progress monitoring of results of instruction or intervention,~~

which is initiated by the teacher and then overseen by a group of teachers that makes up the RtI team, guides decision making about the intervention's success and student's next step.

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

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

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

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

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

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

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

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### Support for Academically High-Achieving Students

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

The Charter School identifies our highest achieving student through multiple measures. For students in grades 3 and above, SBAC scores are used as the first metric. Additionally, students' Lexile level on the STAR-REN are used as a metric, and finally GPA is an additional factor for consideration. Similar to how struggling students are given differentiated work, small groups and adapted projects work and tasks are similarly adapted for the highest students as well. There are occasions where students will move up to a higher grade level for a subject or move up altogether but these instances are rare. College coursework for high school students is based on GPA and achievement scores. Student may be placed in zero, one or two college courses per semester based on their achievement. The highest achieving students are able to graduate from high school with their Associates Degree from a community college (60 units).

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

### Support for Students with Disabilities

#### Overview

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

The Charter School is its own local educational agency ("LEA") and holds membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47644(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA.

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In the event The Charter School seeks membership in a different state approved SELPA, The Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30<sup>th</sup> of the year before services are to commence.

~~The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures, and shall utilize appropriate SELPA forms.~~

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The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through private agencies or independent contractors.

~~The Charter School shall be solely responsible for its compliance with Section 504 and the ADA.~~  
The facilities to be utilized by The Charter School shall be accessible for all students with disabilities.

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#### ~~Section 504 of the Rehabilitation Act~~

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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.

In instances where a student may be eligible for 504 protections, a 504 team will be assembled by the Principal and encourage participation of 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.

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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:

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~~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.~~

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~~Tests that 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.~~

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~~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 which may indicate 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.~~

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~~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.~~

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~~All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will receive relevant portions 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 the student 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. More details around Aspire's 504 procedures and Enrollment Steps are attached in Appendix VIII.~~

#### *Services for Students under the IDEIA*

~~In accordance with state and federal law, each student eligible under IDEIA will be provided a free appropriate education in the least restrictive environment. No student shall be denied admission to The Charter School because the student is in need of special education services. The Charter School is dedicated to ensuring that identified special education students shall be enrolled in the general education classroom setting along with their non-disabled peers and shall have access to participate in extracurricular activities the same as their non-disabled peers. The Charter School aims to serve a proportional number of students with mild, moderate and severe disabilities relative to local, state and national averages. Recent innovations include revisioning the use of the learning center to provide more strategic and coordinated supports for students with moderate/severe mental health needs and revisioning the staffing model to provide higher quality instructional for students with significant cognitive disabilities.~~

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The Charter School's special education program is characterized by integrated services which will support students with special education needs. The decisions regarding specialized academic instruction and related services that individual students 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). The IEP Teams must also include an Administrator, General Education Teacher and Education Specialist. When appropriate/relevant, the IEP team also includes related service providers.

In the IEP process, general education teachers, specialists, administrators, students, and parents work together to share information and create the Individualized Education Plan that addresses the student's unique learning needs and supports and services related to a student's disability. The IEP may include specialized academic instruction, related services, classroom accommodations or specific supports which will enable a student to progress towards learning or social/emotional/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 CCSS, or Aspire College Readiness outcomes.

The Charter School's educational program includes systems of intervention, 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 English Language Learners, or students with disabilities. Other measures used to assist with differentiating instruction for all students or providing appropriate interventions include:

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

### Child Find

The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections 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 or 504 services. The Student Success Teams addresses student needs and initiate the referral process, if appropriate, for special education or other services.

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~~If a student is eligible for 504 supports their services will be provided as determined in their 504 plan. As discussed above, the 504 plan is created through a multi-disciplinary team approach that includes parents and students (when appropriate).~~

~~For the purposes of special education, The Charter School shall assume responsibility for the provision of services and meeting all local, state and Federal requirements of IDEA. If needed, the special education resources, services, fees or requirements will be defined in the Memorandum of Understanding (MOU) between the District and the Charter.~~

#### LEA Assurances

~~The Charter School makes the following assurances:~~

- ~~● Free Appropriate Public Education (FAPE) The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.~~
- ~~● Child Find The Charter School will assure that all students with disabilities are identified.~~
- ~~● Full Educational Opportunity The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.~~
- ~~● Least Restrictive Environment (LRE) The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.~~
- ~~● Individualized Education Program (IEP) The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.~~
- ~~● Assessments The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.~~
- ~~● Confidentiality and Procedural Safeguards The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.~~

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- ~~Personnel Standards~~ The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.

- ~~State Assessments~~ The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, the Charter SELPA and/or CDE. The Aspire Director of Special Education will involve The Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Specialist shall be assigned to support The Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEA are met, and each child is well served.

~~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 on best practices that support the specialized learning needs of students with disabilities in the least restrictive environment. 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, the SELPA, and other organizations with researched-based practices that support students with disabilities.~~

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#### *A Typical Day*

~~**Community Building:** Starting at 7:30 am, scholars begin to arrive at school. Many will head to the cafeteria for breakfast, while others greet friends on the school yard. At 7:55 am, a teacher leads the breakfasting scholars outside. Morning community building starts at 8:00 am led by the principal or assistant principal. Monarch tradition calls for a morning greeting, the sharing of announcements, playing of drums and reciting our school cheer. **Monarch**~~

#### ~~**Goals and Actions to Achieve the State Priorities**~~

~~Pursuant to Education Code Section 47605(c)(5)(A)(ii), a reasonably comprehensive description of the Charter School's goals and annual actions, schoolwide and for all numerically significant student subgroups, in the State Priorities, can be found in the Monarch Local Control and Accountability Plan ("LCAP"). Additional information regarding Monarch goals and actions related to the State Priorities can be found in Elements 2 and 3.~~

In addition to the goals listed therein, Monarch has the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

### A Typical Day

After walking a few blocks to school, Maya, a 2nd grade student at Monarch Academy, arrives just before 8:00 a.m., holding her mother's hand. As they approach the back gate, they are greeted by several smiling staff members, including our Office Assistant, a Mental Health Counselor, and classroom support staff. Ms. Adriana, the Office Assistant, warmly welcomes Maya and her mother and shares a reminder about an upcoming school meeting. Then Maya walks with her mother toward the cafeteria.

In the cafeteria, Maya is greeted by Ms. Tinoco, who manages the kitchen and always has a kind word to share. After choosing breakfast—milk, fruit, and yogurt with granola—Maya heads to a table where a few friends are already sitting. They laugh and talk until a familiar beat rings out from the table: "Bum, Bum, bum-bum-bum".

The students repeat the beat on the tables with spirited energy. The room quiets as Ms. Chong gives directions for transitioning out to the yard for our morning arrival routine. Students exit the cafeteria and begin forming their class lines on the yard as they await the arrival of their teachers. Maya walks eagerly to her spot in the middle of her class line. Ms. Chong, Ms. Anastasia, and Ms. Andrade walk the yard, greeting students and welcoming them for the day. Maya and Ms. Chong check in about her goal for the day to earn 20 stars and a trip to the prize box.

At 8:15, a steady rhythm begins to echo across the yard—the sound of drums draws students' attention to the blue wall. One by one, heads turn and smiles spread as Principal Hasan leads Monarch Academy's morning drum circle.

Student volunteers from TK through 5th grade gather around, each holding a drum, ready to join in. The beat starts simple—boom, boom, clap—and the students repeat it together, their timing growing stronger with each round. Then, one brave student steps forward to lead, creating their own rhythm. The group listens closely and echoes it back, the energy building with every turn.

Laughter, music, and movement fill the yard as the drum circle grows louder and more confident. The beats ripple across the campus, creating a powerful sense of unity and excitement to start the day.

Along the sidelines, teachers stand at their class lines, greeting each student by name as they arrive. They walk down the lines with smiles, high-fives, and warm welcomes, all while the rhythm of the drums continues to pulse in the background.

By the time the final beat lands, the entire school is energized, connected, and ready to learn. Maya beams as she joins her classmates in the daily school call and response cheer:

"Good Morning Monarch Academy!"

"Good Morning, Mrs. Hasan!"

"Are we on track?"

"That's a fact!"

"Where are we headed?"

"To college and back!"

"And how do we get there?"

TK-1st graders: "We grow our minds"  
2nd & 3rd graders: "We push ourselves!"  
4th & 5th graders: "We take the lead!"  
"And when Monarchs fly together..."  
"We reach our dreams!"

As Mrs. Hasan concludes the call out, students are reminded to focus on their learning and be kind to one another.

Classes begin their departure from the yard and take their unique paths into the building to begin their day.

Back in the building, Maya begins her morning routine. She lines up with her class along the classroom lockers in the hallway as her teacher, Mr. J reminds the class to unpack what they need for the day. Maya hangs up her backpack in her locker, and pulls out her water bottle and homework folder. As she crosses the threshold to the classroom, Mr. J says, "Buenos Dias, Maya!" and gives her a high five as she enters the room. Today's "Do Now" includes solving a math word problem using the read, draw, write strategy. Thanks to extra help she received the day before, Maya feels confident and gets started right away.

After attendance, her teacher, Mr. J, asks the class to pause their work on their do now and line up for Art & Music with Ms. D. Students move to their line spots as the student helper passes out purple tickets to classmates in line with their voices quiet, eyes forward, and hands to themselves. Maya's eyes light up as she is handed a purple ticket, and she folds it and puts it in her pocket so she can add it to her ticket envelope when she returns to class.

Mr. J leads the class up the stairs to the Art & Music room. Ms. D greets students outside the classroom, "Good morning UCLA!" and asks them to enter class and take a seat in their rug row spots. During her 40-minute music class, Ms. D introduces the xylophone. Today's focus is on rhythm and melody. Maya carefully picks up her mallets and practices striking each bar, listening closely to the different tones.

Ms. D models a simple pattern—"tap, tap, pause, tap"—and the class echoes it back together. Maya concentrates, watching and listening, then smiles when she gets it just right. Soon, students take turns creating their own short rhythms for the class to repeat.

By the end of the lesson, Maya is able to play a short sequence with confidence. The class wraps up with a quick reflection, and Maya leaves excited, still softly tapping the rhythm in her hands as she heads to her next class.

At the end of Music class, Mr. J returns to pick up students and checks in with Ms. D about how the class did during their time with her. The line leader, Saul, leads the line back to their classroom where they are given 10 more minutes to complete their do now activity. Mr. J uses an attention getter, "Track me in 3, 2, 1!" students respond: <clap, clap> "Track!" 22 inquisitive sets of eyes turn to Mr. J as he gives directions for the class to come to the carpet to review their do now. On the carpet, Maya eagerly shares her ideas with a partner. Later, she is invited to the board to explain her answer. When she finishes, her classmates snap their fingers in appreciation—a classroom tradition to celebrate strong thinking.

Next, the class moves into a circle for their morning meeting. Today's focus is on mindset and goals. Students take turns sharing how they are feeling and what they want to accomplish. Mr. J then leads a short lesson on problem-solving and teamwork.

Soon after, during English Language Arts, students engage in a lesson about the importance of using temporal words in their writing. The class cuts out words from a word bank and in partners, they discuss the correct order for the words to help when writing about sequential events. When Maya and her partner complete the task, she excitedly announces, "At last, we have finished the task!"

Next, it's time for small group instruction. Maya joins her reading group, where she practices foundational skills and builds confidence as a reader. Other students rotate through different groups based on their needs. Everyone is engaged in learning that supports their growth.

By lunchtime, Maya is ready for a break. Mr. J walks the class out to the yard, giving high fives as they burst around the corner to the playground. Maya and her friends run to the swings, waiting in line for their turn to see how high they can go. Later, the whistle blows and Maya pauses, out of breath from the game of freeze tag she and her friends were playing. Students quickly line up with their classes and begin to enter the cafeteria for lunch. Once inside, Ms. Luz gives Maya a big smile as she helps to fill up her tray with her lunch--a hot bean and cheese burrito with a side salad and fresh orange. Once at her table, Maya and her friends catch up with each other as they eat.

After lunch, it is time for math, students begin with a quick fluency activity. Maya works through addition and subtraction problems, checking her answers with classmates. When she makes an error, she quickly figures it out and learns from it.

Next, students work in groups to solve a real-world math problem connected to their community. Maya takes on the role of recorder, writing down her group's ideas. Teachers move around the room, asking questions and offering support. When Maya gets stuck, her teacher helps her think through the problem, and soon she's back on track.

Once math is over, students gather on the carpet for their daily ELD lesson. Students who are not MLLs shift to their desks to work on a blended learning program, Lexia, which targets the foundational reading skills they are individually working on. While they work, Mr. J leads the class in using descriptive language when talking about the weather outside. Students learn vocabulary words like: gloomy, drizzle, and breeze. Students practice being meteorologists and reporting on the weather using complete sentences and descriptive language. Maya shares her sentence with a partner, "The sky looks gloomy with dark clouds and it is breezy outside". She listens to her partner's sentence and they high five to show they are done sharing. After a few students share their weather report to the class, they return to their seats to do a weather sort--matching images with the descriptive words.

After ELD, it's time for recess. Maya runs outside with her friends, playing games, laughing, and enjoying the fresh air. When the bell rings, students line up and return to class ready for math.

In the afternoon, Maya's class has science. Today they are learning about life cycles. Through hands-on activities and discussion, students compare how plants and animals grow and change. Maya enjoys sharing her ideas and learning new vocabulary.

At the end of the day, Maya joins the Extended Learning Program. She receives homework help, participates in enrichment activities, and spends time with friends. Today, she chooses to join sports club, where she practices playing volleyball. It wasn't her favorite at first, but now she really enjoys it.

By 5:15 p.m., Maya is ready to head home. Her mother picks her up, and they walk home together. Maya feels proud, happy, and ready to come back tomorrow to learn even more.

Special celebrations are often included to recognize and “shout out” scholars for contributing positively to our community—by showing kindness, working particularly hard in class, taking an academic risk, or using their TOOLBOX tools. At the end of each week, scholars are recognized for their attendance throughout the week. The entire school cheers each scholar or class on.

Following our morning ritual, scholars walk to their classrooms with their teachers and receive an individual greeting as they enter the room for quiet morning work. Students spend their first minutes doing strategic review work and then transition to a class morning meeting. Every morning, each student has an opportunity to share something about themselves and the class does an activity together that increases the feeling of belonging. This is also a time when scholars may receive explicit SEL instruction through the RULER curriculum.

**Reader's and Writer's Workshop:** One of the most important times of the day as a Monarch scholar is Reader's Workshop. During this time, the teacher teaches a brief lesson to scholars modeling and engaging them in a standards aligned teaching point. Scholars are then charged with trying out the teaching point while reading their own "just right" books. While scholars read, the teacher meets with individual students and small groups. This hour of the day is tailored to each and every student and focuses heavily on building a reading life. Scholars come to love reading at this time because they have choice, get to read accessible text, and get the support of their teacher.

Scholars experience this exact same lesson format in writing. Writing time is particularly special because students get to use their imagination or nonfiction topics they researched to create their writing pieces. Because scholars get choice in their writing and coaching from their teacher, this is a time when students can feel empowered and let their creativity shine through.

Scholars also experience the opportunity to closely read grade level, complex text through a Close Reading supplement. Close Reading lessons span multiple days, giving scholars the opportunity to support to gain increasing independence in deepening and clarifying meaning of difficult texts.

**Art, Music, Media, PE:** Everyday, scholars participate in Art, Music, Media or PE classes. Art, music, and media instruction not only promotes development of students' craft, but also supports scholars to engage and persist, stretch and explore, and observe and reflect. In PE, scholars start by hearing a short read aloud related to physical education or watching a short motivational clip before instruction begins in the gym or outside on the blacktop. In addition to learning skills for sports like basketball, hockey, or soccer, PE has a large focus on sportsmanship, collaboration and how to play games for fun. While scholars are learning in fun and creative ways with teachers who specialize in these content areas, their regular classroom teachers are involved in collaborative instructional planning and preparation.

**Recess:** Recess at Monarch is a time of choice and fun. All scholars are encouraged by campus monitors and teachers to get a lot of exercise. They may play on the play structure or instead opt for games like wall ball, soccer, basketball, giant tie-tac-toe, and kickball. For competitive games like basketball, scholars are engaged in the creation of expectations and agreements which helps all scholars to participate positively.

**Math:** Scholars start math with highly engaging and fun counting and fact fluency "sprints." Through this process, they are building proficiency with math fact families, number patterns, and place value. This is a short but powerful time of the day. Scholars then transition into working on

a challenging word problem that helps them put the objective of the day into real life context. Then scholars engage in a Eureka math lesson focused on building conceptual understanding of key standards in each topic. Each day, scholars complete an exit ticket so their teacher can understand student progress in the lesson and adjust instruction for the next day.

**Workstations or centers:** Finally, scholars wrap up their day with collaborative centers. During this time, younger scholars work together on reading fluency or foundational skills and older scholars work on writing, reading, or projects. The teacher maximizes this time by pulling guided groups for reading or math.

**Closing Circle and Departure:** Classes end the day back in a community circle. This routine is a very important one because it gives scholars the opportunity to reflect on the day and celebrate each other. It is common to see scholars cheering each other on, giving appreciations to one another, and sharing something special about their day before they exit the building to meet their families or their after school program teacher. Every scholar gets an individual “goodbye” before they leave and teachers, principal, and assistant principals get the special opportunity to end the day greeting families and celebrating scholars daily achievements as families leave campus.

**After School or Expanded Learning Program (ExL):** At 3:15pm, about one third of Monarch scholars end their day with a snack in the cafeteria while socializing with friends and their ELP teachers. Daily, scholars spend 3:30-6:00 pm in ExL engaging in literacy rich learning, completing homework, participating in afternoon meeting, and learning science, Spanish, and drama in the enrichment block.

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## Element 2: Measurable Pupil Outcomes and

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## Element 3: Method of Measuring Pupil Outcomes

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*"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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils/pupil subgroups served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." (Ed. Code § 47605(bc)(5)(B)-))*

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

### Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with SB 1290, The Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (34) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Sectionsection 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

*The Charter School's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:*

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

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Exhibit 1. Local Control and Accountability Plan

LCFF STATE PRIORITIES

GOAL #1

Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.

Related State Priorities: 1, 2, 5, 4, 6, 7

Specific Annual Actions to Achieve Goal

| Measurable<br>Pupil<br>OutcomesAction<br># | InstrumentTitle           | TargetSpecific Annual Actions to<br>Achieve Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Progress2014-15 |
|--------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1.1                                        | Grade<br>Level Curriculum | Purchase needed curriculum replacements to ensure that all core subjects have standards-aligned and board-approved curriculum. Purchase additional Tier III supplemental instructional materials for intervention support aligned to the Science of Reading (e.g., SIPPS, Heggerty, Orton Gillingham Structured Literacy) for use in the core program or during ELOP.<br>Provide professional development for continued curriculum implementation (Eureka 2.0, Open Sci-Ed, Amplify).<br>Purchase Chromebooks to ensure all students have devices (1:1) and access to regular grade-level content practice experiences.<br>Purchase personalized instruction curriculum (iReady). Renew subscriptions to Educational Programs (e.g., Lexia, Reflex/Frax, MobyMax).<br>Provide grade-level and content planning time for lesson planning, unit development, and data analysis.<br>Ongoing analysis of curriculum with the Regional Instructional Team in accordance with the Williams Act Requirements for textbooks and curriculum. |                 |

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|-----------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trimester Basis:<br>95% Student<br>Attendance | 1.2        | P1, P2,<br>Annual<br>Instruction<br>(Professional<br>Development<br>and<br>Culturally<br>Relevant<br>Pedagogy) | 95% attendance<br>rate | 14-15 ADA: 98.0%                                                         | <p><del>Analysis: Met. A focus on attendance is a priority and will continue to be one for our school.</del> Provide ongoing, comprehensive professional development for various stakeholder groups aligned to instructional programs, strategies, and culturally relevant pedagogy and practice.</p> <p>Offer professional development designed and led by the Regional Instructional Team on strategies for foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching (Science of Reading, etc.).</p> <p>Utilize the updated ASLF framework as a coaching tool integrating Culturally Responsive Teaching Strategies into the Culture of Learning and Essential Content domains.</p> <p>Build capacity by establishing a shared understanding of culturally relevant pedagogy and its connection to critical literacy and liberatory education.</p> <p>Continue professional development on Academic Ownership, focusing on the Gradual Release of Educational Responsibility Model.</p> <p>Arrange trainings on center-based instruction and best practices for supporting Multi-Language Learners (e.g., SDAIE).</p> |
| 1.3                                           |            | Instruction (Master Scheduling)                                                                                |                        |                                                                          | <p>Maintain class schedules that provide students with the appropriate instructional minutes and equitable access to all core subjects and opportunities for enrichment/arts, PE, and SEL.</p> <p>Ensure time is built into the school day to provide equitable access to intervention support.</p> <p>Continue to provide an After-school Program, available to all students, with opportunities for homework support, academic support, and enrichment activities.</p> <p>Continue to provide extended day programs for an additional 30 days beyond the calendar year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1.4                                           | Assessment | Assessment                                                                                                     | Percent<br>P/A         | *Baseline<br>Year 1<br>Years 2-5<br>percentage<br>point<br>growth<br>TBD | <p>N/A — taking SBAC in May</p> <p>14-15 SBAC Math % Met/Exceed: 15%</p> <p><del>Analysis: Baseline data</del> build capacity of teachers to develop/use common formative assessments (including focused IABs and SBAC released test questions) aligned to their scope and sequence.</p> <p>Provide protected time for data discussions in the school schedule and ensure this structure is followed consistently.</p> <p>Continue practice of tiering of students aligned to data to leverage specific support for mastery of standards; analysis of proficiency and growth rates.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                             | <div> <div> e<br/>a<br/>s<br/>e<br/>p<br/>r<br/>o<br/>f<br/>i<br/>c<br/>i<br/>e<br/>n<br/>c<br/>y<br/> Levels<br/>OR<br/>SBAC<br/>CCSS<br/>Instruction<br/>on<br/>Assessment<br/>MATH </div> </div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1.5                                                                         | Black Excellence                                                                                                                                                                                    | Periodically review the school environment to ensure that the students served and their experience is represented.<br>Continue to teach Black History beyond a surface approach throughout the academic year.<br>Start a Black Student Union (BSU).<br>Develop and support a Black Family Advisory Council to get input on our school community.                                                                                                                                                                                                                                                                                                                                       |
| Annual Basis:<br>Increase Proficiency Levels on SBAC CCSS Assessment ELA1.6 | Percent P/A English Learners                                                                                                                                                                        | <div> <div> *Baseline Year 1<br/> Years 2 — 5 percentage point growth TBD<br/> Ensure instructional staff know all English Learners by their MLL indicator (SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL).<br/> Ensure all MLL students receive designated EL instruction without losing access to core content.<br/> Continue to provide access to Professional Learning to improve Designated and Integrated MLL instruction.<br/> Continue to ensure newly enrolled English Learners are identified and placed into Designated ELD within 30 days of enrollment. </div> <div> N/A — taking SBAC in May<br/> 14-15 SBAC ELA % Met/Exceed: 14%<br/> Analysis: Baseline data </div> </div> |

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|                                                                        |                                                       |                                                                                                                                                                                                            | <u>Meet or exceed 95% completion on the Summative ELPAC. Host RFEP celebrations.</u><br><u>Continue to emphasize tier 2 and tier 3 vocabulary and morphology instruction across grade levels.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <u>1.7</u>                                                             | <u>Special Education (SPED)</u>                       |                                                                                                                                                                                                            | <u>Continue to provide shared planning time with classroom teachers (SpEd and Gen Ed).</u><br><u>Maintain planning and reflection time for Ed. Specialists and instructional assistants to coordinate instructional support.</u><br><u>Establish standing days/times to schedule IEPs to improve the efficient use of instructional time.</u><br><u>Provide time in SpEd team meetings to review the inclusion program, identify successes, and identify problems or threats.</u><br><u>Provide regular time to review IEP goals and progress with General Education teachers.</u>                                                                                                                                                                    |
| <u>Annual Basic Increase Number of Students Reading on Grade Level</u> | <u>DR A EO Y C U t s : K - 1 - 16 - 28 - 3 - 38.8</u> | <u>14-15 increase by 10 points</u><br><u>15-16 increase by 10 points</u><br><u>16-17 increase by 10 points</u><br><u>17-18 increase by 5 points</u><br><u>18-19 increase by 5 points</u><br><u>Title I</u> | <u>Fall 2014:</u><br><u>K — no data</u><br><u>1 — 81% (53 students)</u><br><u>2 — 47% (31 students)</u><br><u>3 — 37% (24 students)</u><br><u>4 — 17% (11 students)</u><br><u>— 20% (13 students)</u><br><u>To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, utilize Title I funds for the following positions: Librarian, Reading Interventionist.</u><br><u>This approach ensures all students have access to necessary resources and support regardless of socioeconomic status.</u><br><u>\$ Funding from Title I will specifically support these critical roles, aligning actions with federal guidelines to boost educational outcomes for disadvantaged students.</u> |

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Goal 1: Expected Annual Measurable Outcomes

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|  | 4—40<br>5—50 |  | Spring 2015 %At/Above:<br>Overall: 44%<br>K: 75%<br>1st Grade: 32%<br>2nd Grade: 43%<br>3rd Grade: 33%<br>4th Grade: 44%<br>5th Grade: 40%<br><br>Analysis: DRA no longer being used as a measure |
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|                                                                                            |                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |
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| Annual Basis: Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot | Percent at 3 or 4<br>14-15 increase by 10 points<br>15-16 increase by 10 points<br>16-17 increase by 10 points<br>17-18 increase by 5 points<br>18-19 increase by 5 points | Spring 2015: to be determined<br><br>14-15 Spring Proficiency Rate — 47.1%<br><u>Outcome #1: SBAC English Language Arts (ELA) Distance from Standard (DFS)</u><br>Metric/Method for Measuring: CA School Dashboard - Smarter Balanced Assessment (SBAC) ELA DFS |
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| Annual Basis: Increase numbers of 5th Graders passing Aspire Math Basic Skills Test with 90% or higher | Percent at 90% | 14-15 increase by 10 points<br>15-16 increase by 10 points<br>16-17 increase by 10 points<br>17-18 increase by 5 points<br>18-19 increase by 5 points | Spring 2015: to be determined<br><br>14-15 Spring % Proficient — 12.5%<br><br>Analysis: 5th Grade Math Basic Skills Test no longer being used as a measure                          |
| Annual Basis: 90% of families are satisfied: My child is getting a good education at this school       | Annual Survey  | Maintain 90% or higher                                                                                                                                | 97.66% believe their child is getting a good education at MON<br><br>14-15 Percent Positive: 94.5%<br><br>Analysis: Met. Families have trust and positive partnership with teachers |

| Applicable Student Groups | Baseline (Based on most recent data available) | Annual Basis: All students with an IEP receive 100% of their required | Annual Meeting Data Year 2 of Term | Growth or maintain the percentage of students with an IEP who receive | 2014-2015 70% of students received 100% of their minutes. Of the 30% who did not | Year 5 of Term (Not applicable if categorized as Low Performing) |
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|  |  |                                                           |  | minut<br>es<br>until<br>target<br>is<br>reach<br>edYear<br>3 of<br>Term<br>(Not<br>applica<br>ble if<br>categor<br>ized as<br>Low<br>Perfor<br>ming) | ge<br>less<br>than<br>10%<br>of<br>their<br>minut<br>es; All<br>minut<br>es<br>will<br>be<br>made<br>up<br>with<br>comp<br>ensat<br>ory<br>servic<br>es-by<br>the<br>end<br>of-the<br>2014-<br>2015<br>schoo<br>l<br>year. |  |
|  |  |                                                           |  |                                                                                                                                                      | Anal<br>sis:<br>Goal<br>not<br>met;<br>howe<br>ver,<br>this<br>has<br>signif<br>icantl<br>y increa<br>sed<br>since                                                                                                         |  |

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|                                                                                                                   |                  |                                                                                                                                                    |                                                                                                                    |       |       |       |       | the 2014-2015 school year year 4 of Term (Not applicable if categorized as Low Performing) |       |
|-------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|--------------------------------------------------------------------------------------------|-------|
| Annual Basis: Increase percent of students becoming reclassified English Language Proficient as measured by CELDT | Annual REEP Data | 14-15 increase by 5 points<br>15-16 increase by 5 points<br>16-17 increase by 5 points<br>17-18 increase by 5 points<br>18-19 increase by 5 points | 30 students were reclassified<br><b>Analysis: Met-All Students continue to be reclassified yearly (schoolwide)</b> | -52.5 | -49.5 | -46.5 | -43.5 | -40.5                                                                                      | -37.5 |
| <u>English Learner Students</u>                                                                                   |                  |                                                                                                                                                    |                                                                                                                    | -69.1 | -66.1 | -63.1 | -60.1 | -57.1                                                                                      | -54.1 |
| <u>Socioeconomically Disadvantaged Students</u>                                                                   |                  |                                                                                                                                                    |                                                                                                                    | -58.4 | -55.4 | -52.4 | -49.4 | -46.4                                                                                      | -43.4 |
| <u>Foster Youth Students</u>                                                                                      |                  |                                                                                                                                                    |                                                                                                                    | *     | *     | *     | *     | *                                                                                          | *     |
| <u>Students with Disabilities</u>                                                                                 |                  |                                                                                                                                                    |                                                                                                                    | -91.2 | -88.2 | -85.2 | -82.2 | -79.2                                                                                      | -76.2 |
| <u>African American Students</u>                                                                                  |                  |                                                                                                                                                    |                                                                                                                    | *     | *     | *     | *     | *                                                                                          | *     |

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| <u>American Indian/Alaska Native Students</u>    | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>Asian Students</u>                            | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>Filipino Students</u>                         | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>Latina/o/x Students</u>                       | <u>-52.7</u> | <u>-49.7</u> | <u>-46.7</u> | <u>-43.7</u> | <u>-40.7</u> | <u>-37.7</u> |
| <u>Native Hawaiian/Pacific Islander Students</u> | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>Two or More Races</u>                         | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>White Students</u>                            | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |

**NEW COLLECTIVE MPO TARGETS**

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| Hispanic or Latino        | 3 | 25 | 18 | 38.9 | 39.7 |
| Black or African American |   |    |    |      |      |
| White                     |   |    |    |      |      |

|                   |   |   |   |   |   |
|-------------------|---|---|---|---|---|
| Two or More Races | * | * | * | * | * |
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|                            |   |    |    |      |      |
|----------------------------|---|----|----|------|------|
| English Learners           | 2 | 10 | 3  | 9.1  | 9.3  |
| Economically Disadvantaged | 3 | 26 | 18 | 39.3 | 39.5 |

|                               |   |   |   |   |   |
|-------------------------------|---|---|---|---|---|
| White Students in Foster Care | * | * | * | * | * |
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|                            |  |  |    |      |    |
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| Students with Disabilities |  |  | 14 | 26.7 | 20 |
|----------------------------|--|--|----|------|----|

Analysis: MPO 1-2 goal met schoolwide and for all subgroups of students for 2016-2017 and 2017-2018. Adoption of standards based curriculum, a focus on standards aligned student task, significant increase and understanding of technology contributed to change.

#### Outcome #3: CA Science Test (CAST) Performance

Metric/Method for Measuring: CAASPP Science Test - Percentage of Students Meeting or Exceeding Standards

| Applicable Student Groups | Baseline<br>(Based on most recent data available) | MPO 3-4: By the end of the charter term (2016), schoolwide and for each numerically | Year 2 of Term | Year 3 of Term (Not applicable if categorized as Low Performing) | Year 4 of Term (Not applicable if categorized as Low Performing) | Year 5 of Term (Not applicable if categorized as Low Performing) |
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significant student subgroup. Prior to increase the percent of students meeting or exceeding standards on the Math portion of the SBAC by at least [Amount 1] percent age points or achieve a level of [Amount 2] percent. Year 1 of Term

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| Group                            | Amount 1 | Amount 2 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------------------------------|----------|----------|-----------|-----------|-----------|
| SCHOOLWIDE                       | 3        | 27       | 46        | 37.4      | 45.3      |
| American-Indian or Alaska Native |          |          |           |           |           |
| Asian                            |          |          |           |           |           |

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| Native Hawaiian or Pacific Islander |   |    |    |      |      |
| Filipino                            |   |    |    |      |      |
| Hispanic or Latino                  | 3 | 27 | 46 | 36.7 | 45.7 |
| Black or African American           |   |    |    |      |      |
| White                               |   |    |    |      |      |
| Two or More Races                   |   |    |    |      |      |
| English Learners                    | 2 | 20 | 5  | 11.7 | 18.7 |
| Economically Disadvantaged          | 3 | 27 | 46 | 36.6 | 43.2 |
| Students in Foster Care             |   |    |    |      |      |

|                                             |        |        |    |            |        |        |
|---------------------------------------------|--------|--------|----|------------|--------|--------|
| All Students with Disabilities (Schoolwide) | 23.72% | 28.72% | 14 | 33.372%    | 43.72% | 48.72% |
|                                             |        |        |    | 13.338.72% |        |        |

Analysis: MPO 3-4 goal met schoolwide and for all subgroups of students for 2016-2017 and 2017-2018. Adoption of standards based curriculum, a focus on standards aligned student task, significant increase and understanding of technology contributed to change.

MPO 5-6: Each year, schoolwide and for each numerically significant student subgroup, [Amount 1] percent of students will increase [Amount 2] on the [ELA/Reading Assessment] or achieve proficiency. Outcome #4: English Learner Progress (ELPI)  
Metric/Method for Measuring: CA School Dashboard - Percentage of EL Students Making Progress Toward English Proficiency

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| ELA/Reading Assessment                    |          | Developmental Reading Assessment (DRA) |  |           |           |           |
|                                           |          |                                        |  |           |           |           |
| Group                                     | Amount-1 | Amount-3                               |  | 2015-2016 | 2016-2017 | 2017-2018 |
| SCHOOLWIDE                                | 70       | one-year                               |  | 44        | 59.7      | 55.2      |
| American-Indian<br>or-Alaska<br>Native    |          |                                        |  |           |           |           |
| Asian                                     |          |                                        |  |           |           |           |
| Native-Hawaiian<br>or-Pacific<br>Islander |          |                                        |  |           |           |           |
| Filipino                                  |          |                                        |  |           |           |           |
| Hispanic-or<br>Latino                     | 70       | one-year                               |  | 43        | 59.2      | 52.7      |
| Black-or-African                          |          |                                        |  |           |           |           |
| White                                     |          |                                        |  |           |           |           |
| Two-or-More<br>Races                      |          |                                        |  |           |           |           |

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| English Learners | 7044.0% | one       | 2548.0% | 41.250.0% | 54.0% |
| Learner Students |         | year46.0% |         |           |       |
|                  |         |           |         | 44.852.0% |       |

|                                                                                                                                                                                                                                                   |    |          |           |           |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------|-----------|-----------|------------------------|
| Economically Disadvantaged                                                                                                                                                                                                                        | 70 | one year | 43        | 41.2      | 53.3                   |
| Students in Foster Care                                                                                                                                                                                                                           |    |          |           |           |                        |
| Students with Disabilities                                                                                                                                                                                                                        |    |          |           |           |                        |
| Analysis: MPO 5-6 goal difficult to analyze because different assessments were used in different grade levels. There will be a continued focus on literacy and standards aligned instruction so as to improve proficiency levels of all students. |    |          |           |           |                        |
| MPO 7: Each year, [Amount] percent of ELs will improve one overall proficiency level on CELDT.                                                                                                                                                    |    |          | 2015-2016 | 2016-2017 | 2017-2018              |
| Bay Area Schools replaced CELDT with the ELPAC assessment                                                                                                                                                                                         |    |          |           |           |                        |
| SCHOOLWIDE                                                                                                                                                                                                                                        | 50 |          | 44        | 55        | N/A (ELPAC transition) |

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Analysis: MPO 7 goal met in 2016-2017. Since then, we have transitions to the ELPAC. We will learn more about how best to utilize the ELPAC data to drive instruction for our EL students. Outcome #5: EL Reclassification Rate  
Metric/Method for Measuring: MLL Dashboard - Percentage of EL Students Reclassified as Fluent English Proficient (RFEP)

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| Applicable Student Groups | Baseline (Based on most recent data available) | MPO 8-9: Each year, school wide and for each numerically significant student subgroup, have less than [Amount] percent | 2015-2016 Year 2 of Term | 2016-2017 Year 3 of Term (Not applicable if categorized as Low Performing) | 2017-2018 Year 4 of Term (Not applicable if categorized as Low Performing) | Year 5 of Term (Not applicable if categorized as Low Performing) |
|---------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------|
|                           |                                                |                                                                                                                        |                          |                                                                            |                                                                            |                                                                  |

|                                                                                                               |       | of student<br>& absent<br>more<br>than<br>10% of<br>the<br>school<br>days<br>(chronic<br>absence<br>) - Year 1 of<br>Term |          |          |                    |              |
|---------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------|----------|----------|--------------------|--------------|
| SCHOOLWIDE                                                                                                    |       | 2.8                                                                                                                       |          | 6.6      | 5.9                | 10           |
| American Indian or Alaska Native                                                                              |       |                                                                                                                           |          |          |                    |              |
| Asian                                                                                                         |       |                                                                                                                           |          |          |                    |              |
| Native Hawaiian or Pacific Islander                                                                           |       |                                                                                                                           |          |          |                    |              |
| Filipino                                                                                                      |       |                                                                                                                           |          |          |                    |              |
| Hispanic or Latino                                                                                            | 2     |                                                                                                                           |          | 6.6      | 5.7                | 9.6          |
| Black or African American                                                                                     |       |                                                                                                                           |          |          |                    |              |
| White                                                                                                         |       |                                                                                                                           |          |          |                    |              |
| Two or More Races                                                                                             |       |                                                                                                                           |          |          |                    |              |
| English Learners                                                                                              | 3.04% | 4.7.0%                                                                                                                    | 6.210.0% | 5.713.0% | 7.615% or<br>above | 15% or above |
| Learner Students                                                                                              |       |                                                                                                                           |          |          |                    |              |
| Economically Disadvantaged                                                                                    | 4.7   |                                                                                                                           |          | 6.5      | 6                  | 9.5          |
| Students in Foster Care                                                                                       |       |                                                                                                                           |          |          |                    |              |
| Students with Disabilities                                                                                    |       |                                                                                                                           |          |          |                    |              |
| Analysis: MPO 8-9 goal not met. We have seen an increase in students leave the area and commute to the school |       |                                                                                                                           |          |          |                    |              |

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from locations much farther away due to the changing economic climate of the Bay Area. We are working closely with families to change this outcome and are regularly analyzing chronic absenteeism data. Outcome #6: Access to Standard-Aligned Instructional Materials  
Metric/Method for Measuring: SARC Report - Percentage of Students with Access to Standards-Aligned Curricular Materials

| MPO-10: Each year, at least [Amount] percent of students and families positively rate school safety. |    | 2015-2016 | 2016-2017 | 2017-2018 |
|------------------------------------------------------------------------------------------------------|----|-----------|-----------|-----------|
| Percent of Students/Families                                                                         | 90 |           |           |           |

| Applicable Student Survey Questions | I feel safe at this school | Students: no data-not included in survey Baseline (Based on most recent data available) | Students: 88.92% of Year 1 | 77.5% (Only asked of Grades 1-2 survey this year) Year 2 of Term | Year 3 of Term (Not applicable if categorized as Low Performing) | Year 4 of Term (Not applicable if categorized as Low Performing) | Year 5 of Term (Not applicable if categorized as Low Performing) |
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| Family Survey Question | I feel like the school provides a safe environment for my child | Families: no data-not included in survey | Families: 91.99% | 92.8% |
|------------------------|-----------------------------------------------------------------|------------------------------------------|------------------|-------|

Analysis: MPO-10 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changes drastically in 2017-2018. Questions were changes and the response scale for several surveys was also changes (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been overwhelmingly positive.

| MOP-11: Each year, at least [Amount] percent of students and families positively rate academic instruction. |    | 2015-2016 | 2016-2017 | 2017-2018 |
|-------------------------------------------------------------------------------------------------------------|----|-----------|-----------|-----------|
| Percent of Students/Families                                                                                | 90 |           |           |           |

| Student Survey Question | When students don't understand something, my teacher explains it another way so they will understand. (*Q's differ by grade level) | All Students: 80.7% (Schoolwide) | Students: 81.41% (Quotient) | 81.9% (Quotient) | 100% | 100% | 100% | 100% |
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|                        |                                                          |              |                 | the material?" for Gr 3-12. I think this differs from last year)                                         |
| Family Survey Question | My child is getting a good education with their teacher. | Families: 99 | Families: 97.44 | Question not asked on 17-18 survey. Possible replacement: "I would recommend my school to others"; 95.3% |

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Analysis: MPO 11 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changes drastically in 2017-2018. Questions were changes and the response scale for several surveys was also changes (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been overwhelmingly positive. Outcome #7: EL Students' Access to CCSS and ELD Standards

Metric/Method for Measuring: Local Indicator (Priority 2, Self-Reflection) - Rating LEA Progress on a Scale of 1-5.

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| Applicable Student Groups | Baseline (Based on most recent data available) | MPO-12: Each year, at least {Amount} percent of students and families positive y-rate | 2015-2016 Year 2 of Term | 2016-2017 Year 3 of Term (Not applicable if categorized as Low Performing) | 2017-2018 Year 4 of Term (Not applicable if categorized as Low Performing) | Year 5 of Term (Not applicable if categorized as Low Performing) |
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|                                                    |                                                                                                                                                                                                 | explain your answer?" for Gr 3-12:<br>74.2%Outcome #8: Implementation of Academic Content and Performance Standards<br>Metric/Method for Measuring: Local Indicator (Priority 2, Self-Reflection) - Average Rating on a Scale of 1-5 |                      |                                                                                                      |                                                                                                      |                                                                                                                                                                            |
| Family-Survey QuestionApplicable<br>Student Groups | I am encouraged to share my opinion and feedback in the school decision process-- Family: "I feel comfortable discussing my child's needs with their teacher and/or other school staff"Baseline | Fa<br>mili<br>es:<br>07Ye<br>ar 1<br>of<br>Term                                                                                                                                                                                      | Year<br>2 of<br>Term | Year 3<br>of<br>Term<br>(Not<br>applic<br>able if<br>categ<br>orized<br>as<br>Low<br>Perform<br>ing) | Fam<br>ilies<br>= 01.4<br>Year 4<br>of<br>Term<br>(Not<br>applic<br>able if<br>categ<br>orized<br>as | Question not asked on 17-18 survey. "I am encouraged to share my opinion and feedback in the school decision-making process."<br>75.5%Year 5 of Term<br>(Not applicable if |

|                           | (Based on most recent data available)                                                                                                                                                                                                                                                                                                                                               |                   |                   |                   | Low Performing)   | categorized as Low Performing) |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|--------------------------------|
| All Students (Schoolwide) | Analysis: MPO-12 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changes drastically in 2017-2018. Questions were changes and the response scale for several surveys was also changes (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year | Average Rating: 4 | Average Rating: 4 | Average Rating: 4 | Average Rating: 4 | Average Rating: 4              |

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have been  
mostly  
positive. Avera  
ge Rating: 4

~~By July 1, 2015, and annually thereafter, The Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 17606.5(a):~~

**Outcome #9: Other Academic Outcomes (iReady Reading & Math) - % Meeting Typical Annual Growth**  
**Metric/Method for Measuring: iReady Growth Data**

| Applicable Student Groups        | Baseline (Based on most recent data available)                                                                                                                                                                              | Year 1 of Term                                                                                                                                                                                              | Year 2 of Term                                                                                                                                                                                              | Year 3 of Term (Not applicable if categorized as Low Performing)                                                                                                                                                            | Year 4 of Term (Not applicable if categorized as Low Performing)                                                                                                                                                            | Year 5 of Term (Not applicable if categorized as Low Performing)                                                                                                                                                            |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students (Schoolwide)</b> | iReady Reading<br>All Students: 44%<br>Grade 3: 34%<br>Grade 4: 48%<br>Grade 5: 51%<br><br>iReady Math<br>All Students: 29%<br>Grade K: 29%<br>Grade 1: 39%<br>Grade 2: 45%<br>Grade 3: 23%<br>Grade 4: 17%<br>Grade 5: 24% | iReady Reading<br>All Students: 49%<br>Grade 3: 39%<br>Grade 4: 53%<br>Grade 5: 56%<br><br>iReady Math<br>All Students: 34%<br>Grade K: 34%<br>Grade 1: 44%<br>Grade 2: 50%<br>Grade 3: 28%<br>Grade 4: 22% | iReady Reading<br>All Students: 54%<br>Grade 3: 44%<br>Grade 4: 58%<br>Grade 5: 61%<br><br>iReady Math<br>All Students: 39%<br>Grade K: 39%<br>Grade 1: 49%<br>Grade 2: 55%<br>Grade 3: 33%<br>Grade 4: 27% | iReady Reading<br>All Students: 59%<br>Grade 3: 49%<br>Grade 4: 63%<br>Grade 5: 66%<br><br>iReady Math<br>All Students: 44%<br>Grade K: 44%<br>Grade 1: 54%<br>Grade 2: 60%<br>Grade 3: 38%<br>Grade 4: 32%<br>Grade 5: 39% | iReady Reading<br>All Students: 64%<br>Grade 3: 54%<br>Grade 4: 68%<br>Grade 5: 71%<br><br>iReady Math<br>All Students: 49%<br>Grade K: 49%<br>Grade 1: 59%<br>Grade 2: 65%<br>Grade 3: 43%<br>Grade 4: 37%<br>Grade 5: 44% | iReady Reading<br>All Students: 69%<br>Grade 3: 59%<br>Grade 4: 73%<br>Grade 5: 76%<br><br>iReady Math<br>All Students: 54%<br>Grade K: 54%<br>Grade 1: 64%<br>Grade 2: 70%<br>Grade 3: 48%<br>Grade 4: 42%<br>Grade 5: 49% |



| <u>Applicable Student Groups</u> | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
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| <u>All Students (Schoolwide)</u> | <u>100%</u>                                           | <u>100%</u>           | <u>100%</u>           | <u>100%</u>                                                             | <u>100%</u>                                                             | <u>100%</u>                                                             |

## LCFF STATE PRIORITIES

### GOAL #2

Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)

Related State Priorities: 1, 2, 3, 4, 6, 7

### Specific Annual Actions to Achieve Goal

| <u>Action #</u> | <u>Title</u>                    | <u>Specific Annual Actions to Achieve Goal</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>2.1</u>      | <u>Coaching</u>                 | <p><u>Implement a differentiated coaching model at the school site to ensure that teachers receive coaching and feedback according to their needs and goals.</u></p> <p><u>Ensure all teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF).</u></p> <p><u>Implement Teachboost to monitor the frequency of coaching and track coaching points.</u></p> <p><u>Teachers create goals using the ASLF and participate in mid-year and end-of-year debriefs to track growth.</u></p> <p><u>Admin team members set goals using the Transformational Leadership Framework (TLF) and have mid-year and end-of-year debriefs.</u></p> <p><u>Implement a consistent walkthrough schedule using the ASLF to align coaches, identify coaching trends, and inform staff professional development.</u></p> |
| <u>2.2</u>      | <u>Professional Development</u> | <p><u>Lead professional development for staff on the Teachboost platform for all teacher/specialist coaching and Professional Learning Plans (PLPs).</u></p> <p><u>Conduct professional development on the Aspire Student Learning Framework (ASLF) to ensure alignment on rigorous instruction.</u></p> <p><u>Provide training on Ownership of Learning, emphasizing the Gradual Release of Educational Responsibility Model.</u></p> <p><u>Arrange training sessions on center-based instruction and best practices for supporting Multi-Language Learners (MLLs) (e.g., SDAIE).</u></p> <p><u>Provide professional development on best practices to increase the achievement of African American students.</u></p>                                                                                                             |

|            |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <u>2.3</u> | <u>Teammate Retention</u>    | <u>Hold staff input sessions on school culture and climate.</u><br><u>Administer a weekly staff survey to monitor culture and climate.</u><br><u>Establish open office hours with the admin team. Conduct Listening Meetings to gather staff feedback.</u><br><u>Share survey results and leadership next steps after each administration.</u><br><u>Adjust the master schedule to ensure adequate teacher collaboration and planning time.</u><br><u>All teammates write one wellness goal during their PLP process.</u><br><u>Celebrate staff efforts and commitment to the school. Provide weekly Coaching &amp; Collaboration time.</u> |
| <u>2.4</u> | <u>Affinity Groups</u>       | <u>Ensure all teammates have the opportunity to attend regional affinity groups.</u><br><u>Create opportunities for staff to discuss and celebrate differences in race and culture.</u><br><u>Offer professional development on microaggressions and implicit bias, focusing on their effect on the workplace environment and instruction.</u>                                                                                                                                                                                                                                                                                              |
| <u>2.5</u> | <u>Pipeline Development</u>  | <u>During PLP meetings, teammates will set stretch goals to develop their future career aspirations, receiving support and development in those areas (including release time for observations or testing).</u><br><u>Work towards securing Alder Residents and student teachers to enhance the pipeline for future educators.</u><br><u>Encourage classified staff and engaged parent volunteers without Bachelor's degrees to participate in the Rivet program.</u>                                                                                                                                                                       |
| <u>2.6</u> | <u>Teacher Credentialing</u> | <u>In accordance with Williams Act Requirements regarding teacher credentialing, ensure that schools are working to improve and clear teacher credentialing misalignments, and ensure individuals with emergency or intern credentials are working towards a permanent credential.</u><br><u>Monitor and support teachers who are working to obtain or clear teaching credentials to ensure that they are on track for completion within their individual timeframes.</u>                                                                                                                                                                   |

## Goal 2: Expected Annual Measurable Outcomes

| <u>Outcome #1: Percent of Fully Credentialed Teachers Metric/Method for Measuring: CA Data</u> |                                                       |                       |                       |                                                                         |                                                                         |                                                                         |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <u>Applicable Student Groups</u>                                                               | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
| <u>All Teachers</u>                                                                            | <u>79.31%</u>                                         | <u>85%</u>            | <u>90%</u>            | <u>95%</u>                                                              | <u>98%</u>                                                              | <u>100%</u>                                                             |

**Outcome #2: Teacher Sense of Safety and School Connectedness** Metric/Method for Measuring: Aspire Teammate Survey

| <u>Applicable Student Groups</u> | <u>Baseline (Based on most recent data available)</u>                                                                                                                                                                                                                                                                                                           | <u>Year 1 of Term</u>                                                                                                                                                                                                                                                                                                                                           | <u>Year 2 of Term</u>                                                                                                                                                                                                                                                                                                                                           | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                                                                                                                                                                                                         | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                                                                                                                                                                                                         | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                                                                                                                                                                                                         |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>All Staff</u>                 | <u>Aspire Teammate Survey</u><br><u>School Climate: 66%</u><br><u>responded favorably</u><br><u>Belonging: 71%</u><br><u>responded favorably</u><br><u>Well-being: 62%</u><br><u>responded favorably</u><br><u>Staff-Leadership Relationships: 76%</u><br><u>responded favorably</u><br><u>Cultural Awareness and Action: 59%</u><br><u>responded favorably</u> | <u>Aspire Teammate Survey</u><br><u>School Climate: 71%</u><br><u>responded favorably</u><br><u>Belonging: 76%</u><br><u>responded favorably</u><br><u>Well-being: 67%</u><br><u>responded favorably</u><br><u>Staff-Leadership Relationships: 81%</u><br><u>responded favorably</u><br><u>Cultural Awareness and Action: 64%</u><br><u>responded favorably</u> | <u>Aspire Teammate Survey</u><br><u>School Climate: 76%</u><br><u>responded favorably</u><br><u>Belonging: 81%</u><br><u>responded favorably</u><br><u>Well-being: 72%</u><br><u>responded favorably</u><br><u>Staff-Leadership Relationships: 86%</u><br><u>responded favorably</u><br><u>Cultural Awareness and Action: 69%</u><br><u>responded favorably</u> | <u>Aspire Teammate Survey</u><br><u>School Climate: 81%</u><br><u>responded favorably</u><br><u>Belonging: 86%</u><br><u>responded favorably</u><br><u>Well-being: 77%</u><br><u>responded favorably</u><br><u>Staff-Leadership Relationships: 91%</u><br><u>responded favorably</u><br><u>Cultural Awareness and Action: 74%</u><br><u>responded favorably</u> | <u>Aspire Teammate Survey</u><br><u>School Climate: 86%</u><br><u>responded favorably</u><br><u>Belonging: 91%</u><br><u>responded favorably</u><br><u>Well-being: 82%</u><br><u>responded favorably</u><br><u>Staff-Leadership Relationships: 96%</u><br><u>responded favorably</u><br><u>Cultural Awareness and Action: 79%</u><br><u>responded favorably</u> | <u>Aspire Teammate Survey</u><br><u>School Climate: 91%</u><br><u>responded favorably</u><br><u>Belonging: 96%</u><br><u>responded favorably</u><br><u>Well-being: 87%</u><br><u>responded favorably</u><br><u>Staff-Leadership Relationships: 98%</u><br><u>responded favorably</u><br><u>Cultural Awareness and Action: 84%</u><br><u>responded favorably</u> |

**Outcome #3: Teammate Retention Rate** Metric/Method for Measuring: Internal

| <u>Applicable Student Groups</u> | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
|----------------------------------|-------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                  |                                                       |                       |                       |                                                                         |                                                                         |                                                                         |

|           |       |     |     |     |     |     |
|-----------|-------|-----|-----|-----|-----|-----|
| All Staff | 81.2% | 85% | 88% | 90% | 90% | 90% |
|-----------|-------|-----|-----|-----|-----|-----|

## LCFF STATE PRIORITIES

### GOAL #3

To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.

**Related State Priorities:** 1, 2, 4, 5, 6, 7, 8

### Specific Annual Actions to Achieve Goal

| Action # | Title                                        | Specific Annual Actions to Achieve Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1      | Family and Community Engagement and Outreach | <p>Hold regular Principal Chats with families.</p> <p>Continue to survey families to include feedback in strategic planning.</p> <p>Hold quarterly SSC/ELAC meetings where each meeting includes food, child care, translation, and door prizes for parents and students. Ensure virtual attendance options (Zoom).</p> <p>Create Black Family Advisory group for family members of Black students to provide input on our school culture and climate.</p> <p>Continue to hold family schoolwide events.</p>                                                                                                                                                                                                                                           |
| 3.2      | Attendance                                   | <p>Continue to refine the school plan to improve daily attendance and Chronic Absenteeism and regularly monitor attendance data, especially for subgroups (MLLs, foster youth, and low-income students).</p> <p>Increase family communication when students are absent (including personal communication for every absence).</p> <p>School-wide attendance incentive programs (perfect attendance certificates, grade-level attendance competitions, quarterly celebrations for high attendance, and raffles).</p> <p>Focus on education for families by providing monthly reminders/information on the importance of attendance.</p> <p>Comply with all legal requirements when addressing attendance concerns through the SART and SARB process.</p> |
| 3.3      | SEL                                          | <p>Provide curriculum materials and resources for teachers.</p> <p>Provide quarterly planning time for teachers/teams to review SEL data from Panorama, and modify SEL units based on what is coming up for each class and grade level, through a data-informed perspective.</p> <p>Continue student leadership.</p> <p>Dedicate quarterly time within the PD scope and sequence to curriculum implementation, school culture, data analysis, and adult SEL.</p>                                                                                                                                                                                                                                                                                       |

|            |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>3.4</u> | <u>MTSS</u>                                             | <p><u>Convene a team or teams to support foundational MTSS functions (RTI, COST, BWT, Attendance) to progress monitor universal program, additional supports, and intensified support for students.</u></p> <p><u>Provide professional learning on MTSS topics (i.e., Universal Design For Learning, Small Group Instruction, Targeted Interventions, Personalized Learning, etc.) for teachers based on identified need.</u></p>                                                                                                                                                                             |
| <u>3.5</u> | <u>Enrollment</u>                                       | <p><u>Develop a student enrollment plan and lead student recruitment efforts.</u></p> <p><u>Increase social media outreach/presence to promote ongoing enrollment.</u></p> <p><u>Attend at least one community event per quarter to advertise school.</u></p> <p><u>Hold at least two Open House events during the open enrollment period and another in April/May for late applicants.</u></p> <p><u>Partner with existing families to assist with recruitment efforts, offer incentives.</u></p> <p><u>Visit local pre-schools/head starts to conduct family information sessions and leave fliers.</u></p> |
| <u>3.6</u> | <u>Classroom Facilities and Student Physical Spaces</u> | <p><u>Supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success.</u></p> <p><u>These investments help create the conditions necessary for students to access safe and supportive learning environments that promote attendance, belonging, and positive educational outcomes.</u></p>                                                                                                                                                                                                                        |

### Goal 3: Expected Annual Measurable Outcomes

| <u>Outcome #1: Chronic Absenteeism Rate (%)    Metric/Method for Measuring: CA School Dashboard - Chronic Absenteeism Rate</u> |                                                       |                       |                       |                                                                         |                                                                         |                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <u>Applicable Student Groups</u>                                                                                               | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
| <u>All Students (Schoolwide)</u>                                                                                               | <u>27.3%</u>                                          | <u>24.3%</u>          | <u>21.3%</u>          | <u>18.3%</u>                                                            | <u>15.3%</u>                                                            | <u>12.3%</u>                                                            |
| <u>English Learner Students</u>                                                                                                | <u>27.4%</u>                                          | <u>24.4%</u>          | <u>21.4%</u>          | <u>18.4%</u>                                                            | <u>15.4%</u>                                                            | <u>12.4%</u>                                                            |
| <u>Socioeconomically Disadvantaged Students</u>                                                                                | <u>28.5%</u>                                          | <u>25.5%</u>          | <u>22.5%</u>          | <u>19.5%</u>                                                            | <u>16.5%</u>                                                            | <u>13.5%</u>                                                            |
| <u>Foster Youth Students</u>                                                                                                   | <u>*</u>                                              | <u>*</u>              | <u>*</u>              | <u>*</u>                                                                | <u>*</u>                                                                | <u>*</u>                                                                |

|                                                  |              |              |              |              |              |              |
|--------------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <u>Students with Disabilities</u>                | <u>37.3%</u> | <u>34.3%</u> | <u>31.3%</u> | <u>28.3%</u> | <u>25.3%</u> | <u>22.3%</u> |
| <u>African American Students</u>                 | <u>46.7%</u> | <u>43.7%</u> | <u>40.7%</u> | <u>37.7%</u> | <u>34.7%</u> | <u>31.7%</u> |
| <u>American Indian/Alaska Native Students</u>    | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>Asian Students</u>                            | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>Filipino Students</u>                         | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>Latina/o/x Students</u>                       | <u>25.8%</u> | <u>22.8%</u> | <u>19.8%</u> | <u>16.8%</u> | <u>13.8%</u> | <u>10.8%</u> |
| <u>Native Hawaiian/Pacific Islander Students</u> | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>Two or More Races</u>                         | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |
| <u>White Students</u>                            | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     | <u>*</u>     |

Outcome #2: Pupil Suspension Rates - Metric/Method for Measuring: CA School Dashboard

| <u>Applicable Student Groups</u>                | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
|-------------------------------------------------|-------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <u>All Students (Schoolwide)</u>                | <u>1.2%</u>                                           | <u>0.8%</u>           | <u>0.4%</u>           | <u>0%</u>                                                               | <u>0%</u>                                                               | <u>0%</u>                                                               |
| <u>English Learner Students</u>                 | <u>1.0%</u>                                           | <u>0.7%</u>           | <u>0.3%</u>           | <u>0%</u>                                                               | <u>0%</u>                                                               | <u>0%</u>                                                               |
| <u>Socioeconomically Disadvantaged Students</u> | <u>1.4%</u>                                           | <u>0.9%</u>           | <u>0.4%</u>           | <u>0%</u>                                                               | <u>0%</u>                                                               | <u>0%</u>                                                               |
| <u>Foster Youth Students</u>                    | <u>*</u>                                              | <u>*</u>              | <u>*</u>              | <u>*</u>                                                                | <u>*</u>                                                                | <u>*</u>                                                                |

|                                                  |              |             |             |           |           |           |
|--------------------------------------------------|--------------|-------------|-------------|-----------|-----------|-----------|
| <u>Students with Disabilities</u>                | <u>3.9%</u>  | <u>2.5%</u> | <u>1.2%</u> | <u>0%</u> | <u>0%</u> | <u>0%</u> |
| <u>African American Students</u>                 | <u>13.3%</u> | <u>8.6%</u> | <u>4.0%</u> | <u>0%</u> | <u>0%</u> | <u>0%</u> |
| <u>American Indian/Alaska Native Students</u>    | <u>*</u>     | <u>*</u>    | <u>*</u>    | <u>*</u>  | <u>*</u>  | <u>*</u>  |
| <u>Asian Students</u>                            | <u>*</u>     | <u>*</u>    | <u>*</u>    | <u>*</u>  | <u>*</u>  | <u>*</u>  |
| <u>Filipino Students</u>                         | <u>*</u>     | <u>*</u>    | <u>*</u>    | <u>*</u>  | <u>*</u>  | <u>*</u>  |
| <u>Latina/o/x Students</u>                       | <u>0.0%</u>  | <u>0%</u>   | <u>0%</u>   | <u>0%</u> | <u>0%</u> | <u>0%</u> |
| <u>Native Hawaiian/Pacific Islander Students</u> | <u>*</u>     | <u>*</u>    | <u>*</u>    | <u>*</u>  | <u>*</u>  | <u>*</u>  |
| <u>Two or More Races</u>                         | <u>*</u>     | <u>*</u>    | <u>*</u>    | <u>*</u>  | <u>*</u>  | <u>*</u>  |
| <u>White Students</u>                            | <u>*</u>     | <u>*</u>    | <u>*</u>    | <u>*</u>  | <u>*</u>  | <u>*</u>  |

#### Outcome #3: School Facilities in Good Repair - Metric/Method for Measuring: FIT Tool

| <u>Applicable Student Groups</u> | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
|----------------------------------|-------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <u>All Students (Schoolwide)</u> | <u>Good</u>                                           | <u>Maintain Good</u>  | <u>Maintain Good</u>  | <u>Maintain Good</u>                                                    | <u>Maintain Good</u>                                                    | <u>Maintain Good</u>                                                    |

#### Outcome #4: School Attendance Rate - Metric/Method for Measuring: P2 Reporting

| <u>Applicable Student Groups</u> | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
|----------------------------------|-------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <u>All Students (Schoolwide)</u> | <u>92.32%</u>                                         | <u>93.32%</u>         | <u>94.32%</u>         | <u>95.32%</u>                                                           | <u>95.32%</u>                                                           | <u>95.32%</u>                                                           |

| <u>Outcome #5: Pupil Expulsion Rate</u><br><u>Metric/Method for Measuring: Internal</u> |                                                       |                       |                       |                                                                         |                                                                         |                                                                         |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <u>Applicable Student Groups</u>                                                        | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
| <u>All Students (Schoolwide)</u>                                                        | <u>0%</u>                                             | <u>0%</u>             | <u>0%</u>             | <u>0%</u>                                                               | <u>0%</u>                                                               | <u>0%</u>                                                               |

| <u>Outcome #6: Efforts We Make to Seek Parent Input</u><br><u>Metric/Method for Measuring: Aspire Family Survey</u> |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Applicable Student Groups</u>                                                                                    | <u>Baseline (Based on most recent data available)</u>                                                                                                                              | <u>Year 1 of Term</u>                                                                                                                                                              | <u>Year 2 of Term</u>                                                                                                                                                              | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                            | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                            | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                            |
| <u>All Students (Schoolwide)</u>                                                                                    | <u>Aspire Family Survey</u><br><u>Barriers to Engagement:</u><br><u>90%</u><br><u>responded favorably</u><br><u>Family Engagement:</u><br><u>26%</u><br><u>responded favorably</u> | <u>Aspire Family Survey</u><br><u>Barriers to Engagement:</u><br><u>90%</u><br><u>responded favorably</u><br><u>Family Engagement:</u><br><u>34%</u><br><u>responded favorably</u> | <u>Aspire Family Survey</u><br><u>Barriers to Engagement:</u><br><u>91%</u><br><u>responded favorably</u><br><u>Family Engagement:</u><br><u>42%</u><br><u>responded favorably</u> | <u>Aspire Family Survey</u><br><u>Barriers to Engagement:</u><br><u>91%</u><br><u>responded favorably</u><br><u>Family Engagement:</u><br><u>48%</u><br><u>responded favorably</u> | <u>Aspire Family Survey</u><br><u>Barriers to Engagement:</u><br><u>91%</u><br><u>responded favorably</u><br><u>Family Engagement:</u><br><u>52%</u><br><u>responded favorably</u> | <u>Aspire Family Survey</u><br><u>Barriers to Engagement:</u><br><u>91%</u><br><u>responded favorably</u><br><u>Family Engagement:</u><br><u>55%</u><br><u>responded favorably</u> |

**Outcome #7: Student Sense of Safety and Connectedness**Metric/Method for Measuring: Aspire Student Survey

| <u>Applicable Student Groups</u> | <u>Baseline (Based on most recent data available)</u>                                                                                                                                                      | <u>Year 1 of Term</u>                                                                                                                                                                                      | <u>Year 2 of Term</u>                                                                                                                                                                                      | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                                                    | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                                                    | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u>                                                                                                                                    |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>All Students (Schoolwide)</u> | <u>Aspire Student Survey</u><br><u>Teacher Student Relationships: 4th Quintile</u><br><u>Sense of Belonging: 3rd Quintile</u><br><u>School Climate: 1st Quintile</u><br><u>School Safety: 2nd Quintile</u> | <u>Aspire Student Survey</u><br><u>Teacher Student Relationships: 4th Quintile</u><br><u>Sense of Belonging: 4th Quintile</u><br><u>School Climate: 2nd Quintile</u><br><u>School Safety: 3rd Quintile</u> | <u>Aspire Student Survey</u><br><u>Teacher Student Relationships: 5th Quintile</u><br><u>Sense of Belonging: 4th Quintile</u><br><u>School Climate: 3rd Quintile</u><br><u>School Safety: 3rd Quintile</u> | <u>Aspire Student Survey</u><br><u>Teacher Student Relationships: 5th Quintile</u><br><u>Sense of Belonging: 5th Quintile</u><br><u>School Climate: 3rd Quintile</u><br><u>School Safety: 4th Quintile</u> | <u>Aspire Student Survey</u><br><u>Teacher Student Relationships: 5th Quintile</u><br><u>Sense of Belonging: 5th Quintile</u><br><u>School Climate: 4th Quintile</u><br><u>School Safety: 4th Quintile</u> | <u>Aspire Student Survey</u><br><u>Teacher Student Relationships: 5th Quintile</u><br><u>Sense of Belonging: 5th Quintile</u><br><u>School Climate: 4th Quintile</u><br><u>School Safety: 4th Quintile</u> |

**Outcome #8: Survey of Parents to Measure Safety and School Connectedness**Metric/Method for Measuring: Aspire Family Survey

| <u>Applicable Student Groups</u> | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u> | <u>Year 2 of Term</u> | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
|----------------------------------|-------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                  |                                                       |                       |                       |                                                                         |                                                                         |                                                                         |

|                                  |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>All Students (Schoolwide)</u> | <u>Aspire Family Survey</u><br>86%<br><u>responded favorably:</u><br><u>"The school provides a safe environment for my child."</u><br>73%<br><u>responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."</u> | <u>Aspire Family Survey</u><br>79%<br><u>responded favorably:</u><br><u>"The school provides a safe environment for my child."</u><br>78%<br><u>responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."</u> | <u>Aspire Family Survey</u><br>82%<br><u>responded favorably:</u><br><u>"The school provides a safe environment for my child."</u><br>83%<br><u>responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."</u> | <u>Aspire Family Survey</u><br>85%<br><u>responded favorably:</u><br><u>"The school provides a safe environment for my child."</u><br>85%<br><u>responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."</u> | <u>Aspire Family Survey</u><br>88%<br><u>responded favorably:</u><br><u>"The school provides a safe environment for my child."</u><br>88%<br><u>responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."</u> | <u>Aspire Family Survey</u><br>91%<br><u>responded favorably:</u><br><u>"The school provides a safe environment for my child."</u><br>91%<br><u>responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."</u> |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Outcome #9: Parent Input in Decision Making

Metric/Method for Measuring: Local Indicator Survey (Rating 1-5)

| <u>Applicable Student Groups</u> | <u>Baseline (Based on most recent data available)</u> | <u>Year 1 of Term</u>    | <u>Year 2 of Term</u>    | <u>Year 3 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 4 of Term (Not applicable if categorized as Low Performing)</u> | <u>Year 5 of Term (Not applicable if categorized as Low Performing)</u> |
|----------------------------------|-------------------------------------------------------|--------------------------|--------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <u>All Students (Schoolwide)</u> | <u>Average Rating: 5</u>                              | <u>Average Rating: 5</u> | <u>Average Rating: 5</u> | <u>Average Rating: 5</u>                                                | <u>Average Rating: 5</u>                                                | <u>Average Rating: 5</u>                                                |

Measurement of Pupil Academic Achievement

Assessments are essential tools for evaluating student progress and knowledge, and they take on various forms within our educational framework in support of our mission. Our assessment ecosystem includes not only our Aspire-wide assessments, i-Ready (K-12) and mCLASS (K-2), but also statewide summative assessments (such as SBAC, Summative ELPAC, and PFT), in addition our students participate in the Smarter Balanced Interim Assessment Blocks along with curriculum based assessments and exit tickets. All of the many ways we examine what our students know are important in living out our mission and implementing equitable practices.

mClass and iReady were thoughtfully selected from a list of vetted assessments provided by the California Department of Education (CDE). These assessments not only meet compliance requirements by serving as verified data for charter renewals per Assembly Bill 1505, but also play a key role in our instructional strategy. They provide us with a unified monitoring tool to measure the effectiveness of our instructional programs, as well as data on students' incoming levels and growth across one school year. Additionally, having a uniform assessment system enables us to maintain a streamlined technology platform portfolio, data collection process, reclassification process, and negotiate large-scale contracts with vendors to take advantage of bulk discounts.

While assessments are necessary to track academic growth, we believe it's equally important to recognize that success extends beyond assessment results. Aspire also prioritizes creating an environment that supports students in developing life skills, resilience, and emotional intelligence. We believe in a culturally responsive classroom experience that acknowledges the unique strengths and identities of our students. This balanced approach ensures that our assessments coexist with Aspire's broader mission of nurturing our scholars' pride in their abilities, identities, and connection to their community.

#### Application of Education Code section 47607.3

- ~~A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving these goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.~~
- ~~Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the review and assessments, classified using the California School Accounting Manual.~~

Under Education Code section 47607.3, if ~~the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years,~~ Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- ~~The~~ Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

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- The ~~Superintendent~~ entity providing technical assistance may ~~assign, at the request of the chartering authority and approval of the State Board,~~ assistance from the California Collaborative for Educational Excellence ~~to,~~ which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter ~~schools~~ school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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#### Charter School Goals, Actions, and Outcomes to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities, as described in Education Code Section 52060(d), that apply for the grade levels served, can be found in the Charter School's LCAP.

Each of these goals addresses the unique needs of all students attending the Charter School, including Monarch's numerically significant student subgroups. The metrics associated with these goals help the Charter School ensure these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on the Charter School's website and included in Appendix VI. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33(a)(2). Monarch shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

#### Methods of Measurement of Student Outcomes

##### Assessment

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

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To establish a foundation for success, Aspire Public Schools 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.~~

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

### Element 3

At Aspire Monarch Academy, assessments are integral tools for evaluating student learning and informing instruction. Our comprehensive assessment system includes Aspire-wide, state-mandated assessments, as well as formative assessments, curriculum-based measures, end-of-unit assessments, and student work. Together, these diverse assessments support our mission of equity and academic excellence.

Aspire-wide assessments (e.g., mClass, i-Ready) are selected from a list of verified tools approved by the California Department of Education and meet the compliance requirements outlined in Assembly Bill 1505. Beyond compliance, these assessments serve as critical instructional resources, helping us evaluate student growth, identify instructional needs, and monitor the effectiveness of our programs. An organizationally unified assessment system streamlines our technology platforms to maintain consistency across campuses.

While academic data is vital, we recognize that student success extends far beyond test scores. At Aspire, we strive to cultivate classrooms that value the whole child, balancing academic rigor with the development of life skills, resilience, and emotional intelligence. Our culturally responsive practices affirm students' identities and empower them to see assessments not as endpoints, but as one component of their broader learning journey. By aligning our assessment practices with our values, we ensure that data informs—not defines—the student experience.

| <u>Internal Assessments</u> |                        |                                            |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------|------------------------|--------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Assessment</u>           | <u>Required Grades</u> | <u>Purpose</u>                             | <u>Required Frequency</u> | <u>Description</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <u>mClass</u>               | <u>K-2</u>             | <u>Universal Screener &amp; Diagnostic</u> | <u>3x per year</u>        | <u>mCLASS is an online data system that provides DIBELS 8th Edition measures to assess the acquisition of early literacy skills and knowledge. Its 3 principle uses are: to identify students who may be at risk of reading difficulties by screening up to three times per year; to document students' progress of reading skills as a consequence of special intervention programs through progress monitoring; and to provide minimum levels of performance for all students to reach to be considered on track for becoming a reader through benchmark goals and timelines</u> |
| <u>i-Ready ELA</u>          | <u>3-5</u>             | <u>Universal Screener &amp;</u>            | <u>3x per year</u>        | <u>i-Ready Diagnostic provides teachers info on student performance relating to their grade level</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                     |             |                                            |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------|-------------|--------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     |             | <u>Diagnostic</u>                          |                    | <u>equivalence and national norms (percentile). It also includes Lexile information and domain placements for insights into reading performance.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <u>iReady Math</u>                                  | <u>k-5</u>  | <u>Universal Screener &amp; Diagnostic</u> | <u>3x per year</u> | <u>i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Quantile info equivalence and domain placements for insights into math performance.</u>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <u>Panorama SEL Screener</u>                        | <u>6-12</u> | <u>Universal screener</u>                  | <u>2x per year</u> | <u>The Panorama SEL is a universal screener used twice a year to determine school-wide needs, subgroup trends, and identify opportunities for targeted and intensive support.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <u>Smarter Balanced Interim Assessments ("IAB")</u> | <u>3-5</u>  | <u>Universal Screener</u>                  | <u>2x per year</u> | <u>Interim Assessment Blocks are assessments teachers can use throughout the school year to assess smaller bundles of content than Interim Comprehensive Assessments ("ICAs"). They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction. IABs assess between three and eight assessment targets. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently and frequently within the sequence of their curricula. There are typically 10 to 18 items on IABs.</u> |

#### State Required Assessments

| <u>Assessment</u>         | <u>Required Grades</u> | <u>Purpose</u>                    | <u>Required Frequency</u> | <u>Description</u>                                                                                                                                                                                                                                 |
|---------------------------|------------------------|-----------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>SBAC</u><br><u>CAA</u> | <u>3-5</u>             | <u>Summative (state required)</u> | <u>1x per year</u>        | <u>SBAC is the state assessment system that is administered to all students in grades 3-8 and 11 in both ELA and Math. The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language</u> |

|                                                          |                    |                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------|--------------------|-------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          |                    |                                     |             | <p>arts/literacy and mathematics, as well as how much students have improved since the previous year (student growth). On the CA School Dashboard, schools receive Academic Indicators for ELA and for Math.</p> <p>The purpose of the CAAs is to provide an annual measure of what students know and can do using the alternate achievement standards. On the CA School Dashboard, schools receive an Academic Indicator for ELA and one for math, and CAAs are used to determine the results for these indicators</p>                                                                                                                                                                                                                                                                     |
| <u>California Science Test</u><br><br><u>CAA Science</u> | 5                  | Summative (state required)          | 1x per year | <p>CAST is the state science assessment intended to assess the Next Generation Science Standards. Students will take the CAST in the 8th grade and once in high school (see regional calendars for required HS grade level). The purpose of the CAST is to assess student knowledge and skills in science and to foster science education at every grade level. CAST will also be used for the Science Academic Indicator on the CA School Dashboard in future years</p> <p>The purpose of the Science CAAs is to provide three opportunities during K-12 to measure what students know and can do using the alternate achievement standards for NGSS. The CAA Science consists of 4 performance tasks designed to be administered throughout the year after related content is taught.</p> |
| <u>Initial ELPAC</u><br><br><u>Alt ELPAC</u>             | K-5 (new students) | Universal Screener (state required) | 1x only     | <p>Initial ELPAC is the state assessment for identifying ELL students who are new to CA public schools. The Initial ELPAC is given once to newly enrolled students with an English Language Acquisition Status of TBD. The purpose is to identify students who need help learning in English and the Initial is used to support with placement in an English language instructional support program</p>                                                                                                                                                                                                                                                                                                                                                                                     |
| Summative                                                | K-5                | Summative                           | 1x per year | Summative ELPAC is the state assessment for all                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| ELPAC<br>Alt ELPAC |   | (state<br>required)              |             | MLL students and is aligned to the 2021 CA English Language Development Standards. The Summative ELPAC assesses yearly student growth in learning English and is used as one criteria for reclassification. Summative ELPAC data is used to calculate the ELPI for the CA School Dashboard and for federal accountability.                                        |
| PFT                | 5 | Summative<br>(state<br>required) | 1x per year | The PFT is a comprehensive battery of health-related physical fitness tests for students in California. The test has five parts that show a level of fitness that offers a degree of defense against diseases that are caused by inactivity. PFT participation data for all 5 components is reported each year on the School Accountability Report Card ("SARC"). |

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

~~Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, The Charter School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.~~

~~If The Charter School does not test with the District, The 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 the 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.~~

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

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#### Collecting, Analyzing, and Reporting Data

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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~~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:As aforementioned, Aspire Monarch Academy is committed to data-based decision making, and commits to utilizing a variety of data beyond the assessment portfolio. Data is intentionally shared with students, families, staff, and the Region:

- Students and families will receive data on student achievement and well-being with progress reports and report cards
- Students and families will receive data on student achievement and well-being when they meet with their child's teacher to develop, modify, or review during family conferences
- Staff will interrogate student achievement and well-being data during team collaboration time and 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 school site administration interrogates school-wide data (i.e., student achievement, attendance, and discipline using Aspire's Admin Data Portal and Principal Operational Dashboard;) during region-wide Communities of Practice; and
- Parents and guardians The Region will receive interrogate data on student achievement when they meet with their child's teacher; and and well-being to inform region-wide initiatives and strategic planning.
- The District will receive data on student achievement through School reports and/or presentations.

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Aspire uses the ~~State Testing and California~~ Assessment ~~Reports of Student Performance and Progress~~ to assist in identifying strengths and weaknesses at a student, classroom, grade level, school, and organization. Additionally, the ~~SABE/2 and the California~~ Physical Fitness test will be administered and used to inform ~~The~~ Charter School program. Every summer, each school will have a staff retreat where the data will be analyzed. School-wide plans for professional development will be based on these plans.

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~~Aspire uses many in-house assessments which inform daily instruction. Aspire utilizes three assessments to provide benchmarks of a student's progress towards meeting the state standards in reading, writing, and math.~~

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

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~~Throughout the school year, Annually, the status of the Charter School will be reported using multiple data metrics to assess the health of The Charter School is monitored with a suite of internal each school health dashboards. These tools allow. This allows~~ Aspire's Senior ~~Executive Leadership~~ Team to evaluate a school on more than one facet. At the beginning of the year, the ~~dashboard will help the~~ Senior ~~Executive Leadership~~ Team ~~identify~~ identifies schools that require more focused attention and support. On an ~~on-going ongoing~~ basis, ~~this dashboard these data metrics~~ will ~~also~~ be used to monitor ~~the~~ progress of schools ~~on a monthly basis~~. Specifically, the dashboard reports on:

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● ~~Student achievement: SBAC and interim assessment scores CAASPP~~, course grades, behavior, and internal benchmark scores;

● ~~Student discipline: Chronic absenteeism, suspensions, student retention~~

● ~~Affiliation; results on the staff, parent, and student surveys, teacher retention; and~~

● ~~Financial and Enrollment; actual versus budget and forecast; average daily attendance, and enrollment.~~

#### K-2 Assessment and Monitoring

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

#### PERFORMANCE LEVEL DESCRIPTORS

~~Below the grade level standard 1~~

~~Approaching the grade level standard 2~~

~~Meeting the grade level standard 3~~

~~Exceeding the grade level standard 4~~

The Aspire Home Office has also developed internal formative assessments and a data dashboard for every student that allows teachers to monitor how students are progressing in their mastery of

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standards. Grade level teams use this data to plan and to create interventions and enrichment as needed. The Principal and Lead Team then use all K-2 student data to address schoolwide instructional concerns and Cycles of Inquiry.

#### Reading Assessment

In grades 2-12, Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and CCCSS mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention (RTI) and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.

#### Aspire Math Assessment

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

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#### External Reporting

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

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#### School Accountability Report Card

ASPIRE Monarch Academy annually complies with state mandated requirements applicable to charter schools regarding the SARC. The annual SARC is a public document and is made available to parents and the community. This report is approved by the ASPIRE Monarch Academy governing board on an annual basis and posted on the Charter School's website.

The Charter School shall use the information compiled in its performance reports and its annual SARC to evaluate and improve upon its educational programming as necessary.

## Element 4: Governance

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

### Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School ~~amends~~ amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

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

~~The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).~~

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

### Indemnification of District

Charter School through this Charter ~~and/or a separate Memorandum of Understanding~~, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

#### Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

#### Required Notifications to the District

Charter School shall notify OCS 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

#### Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general

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public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well.

To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

**Charter School Ombudsperson**

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

**Non-Profit Public Benefit Corporation**

The Charter School is a directly funded independent charter school operated by Aspire Public Schools-, a California non-profit public benefit corporation, incorporated pursuant to California Nonprofit Public Benefit Corporation law.

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

Attached, as Appendix VII, please find Aspire Public Schools' current Articles of Incorporation, Bylaws in Appendix VIII, and Conflict of Interest Code found in Appendix IX. Proof of Aspire's tax exempt status is attached in Appendix X. Aspire Public Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.

**Board of Directors**

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The Charter School ~~is an independent charter school~~ will be governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Biographies of the current Aspire Board of Directors are attached in Appendix X. ~~Aspire is a California, nonprofit, public benefit corporation. Proof of Aspire's tax exempt status is attached in Appendix XI.~~

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The number of directors on the Board shall be not less than three (3) or more than eleven (11). Directors shall be elected by a majority vote of the directors at a Board meeting. Directors shall serve for a term not to exceed four (4) years. The District reserves the right to appoint a single representative to the Aspire Board pursuant to Education Code Section 47604(c). If the District chooses to do so, Aspire may appoint an additional member to ensure that the Board is maintained with an odd number of directors. The Board shall participate in AB 2158 ethics training, and AB 640 school finance training, as required by law.

Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire's Board and regional Executive Director 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 process.

- Nominations are open and may be submitted by anyone.
- Candidate names and bios shared with Aspire Board Chair or regional Executive Director.
- The Board Chair and regional Executive Director considers alignment with Board composition goals established by the Board and selects prospects for initial conversations.
- Regional Executive Director and/or Board Chair will have an initial vetting conversation with potential candidate to assess candidate alignment with Aspire values using Board Candidate Questionnaire. Candidates with mutual interest will be sent a packet by Aspire staff that includes:
  - Board member job description
  - Annual board meeting schedule
  - Overview of public transparency and disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
  - Aspire overview
  - Organization chart
- Additional conversations with other members of the Board and Aspire staff as needed using Board Candidate Questionnaire.
- Regional Executive Director and/or Board Chair makes recommendation to full Board.
- Board votes on recommendations.
- Preferably, newly appointed Board member's term begins at the full Board meeting after the candidate accepts membership.

All Board meetings are noticed and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c). A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority  
Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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vote based upon the presence of the quorum. Participation through teleconference and videoconference are permitted and utilized in accordance with the Brown Act, as it may change from time to time.

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

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**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.

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

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Aspire is governed by the Aspire Public Schools

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

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**Board Meetings and Duties**

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The Board of Directors will meet regularly and in accordance with California’s Charter Schools the Brown Act and the Nonprofit Public Benefit Corporation Law Education Code Section 47604.1(c)(4). The Charter School will be governed pursuant to the bylaws adopted by the incorporators, as

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~~subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by laws, and conflicts code are attached in Appendix XII but not incorporated herein by reference.~~

~~The Charter School shall post all governing board meeting minutes and bylaws/agendas on the Charter School's public website ([https://aspirepublicschools.org/discover\\_aspire/accountability/](https://aspirepublicschools.org/discover_aspire/accountability/)), in accordance with the Brown Act, as applicable.~~

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

~~The Aspire Board of Directors currently consists of a maximum of 8 regular members.~~

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

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

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~~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.~~

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

~~Step 1: Solicit nominations and compile names~~

~~Step 2: Initial meeting with nominating Board member~~

~~Step 3: Nominator reports back to the Board~~

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

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

~~Step 6: Final meeting with CEO or nominator~~

~~Step 7: Board votes on prospective member~~

~~Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed four years and a Board member may not serve more than two consecutive terms. All Board meetings are noticed and held in compliance with the provisions of the Brown Act, as applicable. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act, as applicable.~~

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

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~~**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.~~

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

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

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~~Aspire will retainretains its own legal counsel when necessary. It will purchasepurchases and maintainmaintains as necessary general liability, property, workers’ compensation and unemployment insurance policies.~~

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~~For Aspire Board meetings, there is a two-way teleconference location or video broadcast at each school site. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire reside. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room or a similar location at the location posted on the agenda to assist any members of the public who would like to participate via two-way teleconference or video broadcast. The Brown Act is followed with regard to Board members’ teleconference or videoconference attendance at Board meetings. Early in each school year, the Board of Directors sets and approves its annual calendar of meetings. 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.~~

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~~All meetings of the Board are meetings in which the public may attend and participate. The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.~~

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~~Given current student enrollment across the Aspire network, Board meetings are physically held at the Regional Office of Aspire Central Valley, currently located at: 4202 Coronado Ave Stockton, CA 95204 and are subject to change pursuant to the terms above. Regular Board meetings are typically held 5 times per year. Executive Committee meetings are typically held approximately monthly, in between Board meetings. Frequency and location of Regular Board and Executive Committee meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings, as needed, shall be called according to the 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.~~

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~~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.~~

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~~—Article 6, Section 6.6 of MON’s Bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. Aspire Public Schools will develop conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act, the Political Reform Act, and Government Code 1090, et seq., as set forth in Education Code Section 47604.1. Board members may abstain from a vote.~~

### Aspire Public Schools Leadership

~~*Executive Director, Home Office and Aspire Foundation* – This role oversees Aspire’s Home Office, which provides supports and services to all Aspire schools and regional offices. This role also oversees the Aspire Foundation, which leads Development, Communication, and Advocacy for the Organization.~~

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

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~~—*Chief Operating Officer (COO)*—The COO is responsible for overseeing Aspire’s Operations, People, Data & Assessment and Technology teams.~~

~~—*Chief Academic Officer (CAO)*—The CAO is responsible for leading Aspire’s instructional vision and program design.~~

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

~~—*Area Superintendent*—This role is focused on providing coaching and mentoring support to the principals that they manage.~~

~~*General Counsel (“GC”)* - The General Counsel leads the organization’s legal and risk management efforts in support of Aspire’s scholars and teammates, with special consideration to the areas of nonprofit governance, employment law, special education, compliance, and risk mitigation.~~

~~*VP of Data and Technology* - This role oversees data management and reporting, Information Technology, and Systems for Aspire. The VP focuses on leveraging data analytics to drive instructional improvements, and systems and technology solutions to enhance operational efficiency.~~

~~*Regional Executive Director*—This role is responsible for the overall performance, strategic direction and success of the schools in their region.~~

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

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- Review financial results in relation to our organization's bond covenants

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

- Act with delegated limited approval authority of the Board (defined below) between meetings
- Evaluate the CEO
- Perform such other duties as the Board may from time to time assign to the committee.

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

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

~~Governance Committee~~ assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools' governance policies and practices. Responsibilities include:

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

~~School Site Council~~ Parental Involvement in Governance

#### Parent Advisory Committee

Aspire Public Schools encourages all educational partners (families, students and staff) to participate in, and share responsibility for, the educational process and educational results of the Charter School. In order to achieve this important end, the Charter School shares local control with a Parent Advisory Committee ("PAC").

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

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collaborating on the development of The Charter School’s Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees including Title I.

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#### 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, and Education Code section 47604.33.~~

~~Charter School shall comply with the Brown Act and the~~

The PAC is composed of the principal, staff representatives, students (for sites that serve grades 7 through 12) and parents of students attending the Charter School. As the leader of the Charter School, the Principal plays a vital role in the success of the PAC and all educational partner involvement. The Principal is responsible for ensuring clear communication, fair processes, timely budgeting, careful agenda creation, essential resources and training, collaboration on educational partner priorities and concerns, and guidance for the overall implementation and success of the group.

Educational partner involvement is critical to the success of the PAC. Any parent or guardian of an enrolled student is welcomed to participate on the Parent Advisory Committee. ~~Public Records Act.~~

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#### NOTIFICATION OF THE DISTRICT

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~~Charter School shall notify the OCS 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 OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health participation is valued. Meetings are advertised and safety of students or staff.~~

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## **STUDENT RECORDS**

~~Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49069. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records promoted, and transfer of records for youth in foster care.~~

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~~The Charter School acknowledges that pursuant to Article XVI section 8.5(e) parents are encouraged to attend. The PAC members provide regular updates during parent meetings, while also promoting the purpose of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of PAC. Annually, the Education Code require schools, including The Charter School to provide certain information in certain formats in certain ways to PAC members also complete a survey assessing their perceptions of the general public and specifically to parents of students at The Charter School and of the District. The Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by those referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that The Charter School does not have that The Charter School needs in order to meet its obligations, the District shall provide the same to The Charter School in a reasonably timely manner upon request under Education Code section 47604.3.~~

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

~~The Charter School in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding~~

~~financial records, from the District and shall consult with the District regarding any such inquiries. The Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of The Charter School it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by The Charter School by law or charter provisions.~~

~~Members of The Charter School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and~~

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~~state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.~~

~~The Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.~~

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~~To the extent that The Charter School is a recipient of federal funds, including federal Title I, Part A funds, The Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. The Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.~~

~~The Charter School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.~~

#### Family and Community Involvement

~~For Aspire board meetings, there is a live teleconference line and video broadcast available in a conference room at the LA, CV and MEM Regional Offices. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any parents who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing. Early in each school year, the board of directors sets and approve its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.~~

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~~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 committee, their ability to participate.~~

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~~The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.~~

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~~Board meetings are typically physically held at the principal office of Aspire Public Schools, currently 1001 22<sup>nd</sup> Ave, Oakland, CA 94606 and are subject to change. Regular Board meetings are typically held 5 times per year. Executive and Compensation Committee meetings are typically held every month. Frequency and location of Regular and Executive Board~~

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~~meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings shall be called according to Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act.~~

The Board has delegated limited approval authority to an Executive and Compensation Committee, currently consisting of three Board members, which 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. The Executive and Compensation Committee typically meets at the Aspire Home Office, and the meetings are broadcasted in the same way as the full Board meetings.

Their responsibilities are as follows:

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

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### 13. Urgent matters that arise unexpectedly between board meetings

Aspire encourages all stakeholders to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, pursuant to Education Code (EC) Section 52852, the Charter School shares local control with a School Site Council (SSC). The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the school; in secondary schools, students themselves may be part of the group. The group is generally responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of the LEA's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees. The SSC is an integral part of the success of the students and the school as a whole; however, there are certain areas that *NOT* the scope of the SSC:

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

, and feelings of effectiveness. Additionally, in order to encourage and support stakeholder educational partner involvement, each school's the Charter School's website contains the following information in both Spanish and English:

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

As the leader, the PAC is an integral part of the school, the principal also plays a vital role in the success of the SSC students and the Charter School as a whole; however, there are certain areas that are *NOT* the scope of the PAC:

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

all stakeholder involvement. The Principal is responsible

### English Learner Advisory Committee

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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~~The role of the English Learner Advisory Committee ("ELAC") is to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources advise the principal and training, collaborationParent Advisory Committee on stakeholder priorities programs and concerns, services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:~~

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

~~If the Charter School has an enrollment of 21 or more English learners, then the principal will ensure that the ELAC meets all applicable requirements. Participation on the ELAC is vital to the success of the groupCharter School. Meetings are held in public, and are publicized via ParentSquare and paper flyers. Attendance is encouraged during Coffee with the Principal and other community meetings.~~

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

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

~~ELAC elections take place every year in the Fall. The term of office is two years. If there are vacancies, the Charter School may conduct elections at any time, or refer to the ELAC by-laws as to how to fill the vacancies.~~

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

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~~According to EC 47605.6(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.~~

In order to ensure that parents understand that there is no ~~volunteering~~volunteer requirement, information will be sent home via ~~ParentSquare~~PowerSchool Messenger in ~~English and in Spanish~~any language that 15% or more families indicate is the home language. Additionally, the ~~print-out~~rintout of the ~~ParentSquare~~message will be printed in ~~English and Spanish~~those same languages and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

#### Additional Opportunities for Family Involvement

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

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Addressing Family Concerns and Complaints

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Aspire Public Schools has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire ~~has issued~~ Public Schools maintains a Uniform Complaint Procedure Policy, Title IX Complaint Policy, and a Community Complaint Form- (for general complaints), which can ~~both~~ be found in Appendix ~~XIII~~ XII. Finally, Aspire Public Schools is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire Public Schools has established a formal Discrimination/Harassment Policy and Complaint Procedure, attached in Appendix ~~XIV~~ XIII.

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**Element 5: Employee Qualifications**

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

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~~EQUAL EMPLOYMENT OPPORTUNITY~~

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~~Equal Employment Opportunity and Nondiscrimination~~

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Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. ~~Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.~~

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~~ESEA/ESSA AND CREDENTIALING REQUIREMENTS~~

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~~Teacher Credentialing Requirements~~

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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~~As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."~~

~~OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON  
TEACHER CREDENTIALING~~

~~Reporting Educator Misconduct to the California Commission on Teacher Credentialing~~

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of

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misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

EMPLOYMENT OF FELONS

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons charged with or convicted of violent or serious felonies.

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Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities—at the Charter School. Aspire is and shall continue to be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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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~~individual to be employed at an Aspire school. The Charter School will conduct fingerprint background clearance and TB risk assessment or clearance checks on employee candidates to provide for the health and safety of ~~The~~the Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Capital ~~department~~Department, along with the Director of Employee Services ~~and the Controller~~, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at ~~each school~~the Charter School will meet all requirements for employment set forth in applicable provisions of law, including authorization~~credential~~ requirements outlined in Education Code Section 47605(~~l~~)~~of Charter Schools Act~~(1). The educational and the Elementary skill level qualifications and Secondary Education Act. As provided~~job descriptions of teachers to be employed in the Charter Schools Act, The Charter School may choose not to require credentials for teachers in non-core, non-college prep courses (e.g. music, physical education, various electives, etc.) or~~School shall meet the educational goals as authorized under Education Code outlined in this charter.

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§44258.3. The educational

As required under Education Code Section 48000(g)(4), and skill level qualifications and job descriptions of subject to any future amendments, all teachers to be employed who are first assigned to a transitional kindergarten classroom must possess at least one of the following:

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- At least 24 units in ~~The~~ early childhood education, or childhood development, or both.
- As determined by the Charter School ~~shall meet the educational goals as outlined,~~ professional experience in this ~~charter~~ a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development.

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- Chief A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

#### Job Descriptions

##### Executive Director, Aspire Home Office and Foundation

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The Executive Director (ED) of the Aspire Public Schools Home Office and Foundation provides leadership and development for Aspire's Home Office, and develops and leads the administration, programs, and strategy for the Aspire Public Schools

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Foundation (Foundation), including overseeing the Foundation's strategic planning, implementation, and evaluation in three key areas: fundraising, communications, and advocacy, all in support of the mission, vision, and strategic priorities of Aspire Public Schools.

The ED serves as a key member of the Aspire Public Schools Leadership Team, and oversees a team that reflects the Foundation's three key areas of work. The ED recruits and manages a Foundation Board in support of the organization's fundraising efforts, and identifies and supervises additional external partnerships in furtherance of the organization's fundraising, communications, and advocacy work.

#### **ESSENTIAL FUNCTIONS**

- **Leadership & Management:**

- Build and manage a high-performing Home Office leadership team that delivers effective and critical support services for each of the Aspire regions.
- Cultivate and support a cohesive and robust Home Office culture that reflects Aspire's core values and promotes a unified identity.
- Oversee key functions, including Data and Technology, HR, communications, legal, financial, advocacy, and philanthropy.
- Ensure that the Home Office has a viable long-term financial plan and a diversified and sustainable funding base.
- Keep the Aspire Board of Directors informed and engaged in partnership with fellow Executive Directors.
- Build coalitions, relationships, and partnerships with stakeholders, including school districts, donors, community members, and leaders of community and political organizations.
- Implement consistent accountability systems to ensure progress toward shared goals.
- Ensure the fiscal health and sustainability of the Foundation through managing the overall Foundation budget, ensuring proper use of philanthropic funds in accordance with relevant laws and regulations, and mitigating legal risk and liability.
- Ensure consistent quality of fundraising, communications, and advocacy efforts and systems in support of both the Foundation and Aspire Public Schools.
- Identify and manage timelines, resources, partnerships, and outreach needed to achieve strategic goals for Aspire Public Schools.
- Develop, maintain, and support a robust Foundation Board to serve as ambassadors and advocates for the Foundation and for Aspire Public Schools.
- Lead, coach, develop, and retain a high-performing Foundation Team that includes key roles in fundraising, communications, and advocacy.
- Serve as a key member of the Aspire Public Schools Leadership Team.

- **Fundraising:**

- Responsible for identifying, developing, and securing philanthropic resources sufficient to ensure the financial health of the Foundation and in support of the mission, vision, and key strategic priorities of Aspire Public Schools.
- Oversee the Foundation's individual, corporate, and institutional fundraising strategies and execution to increase philanthropic support for key initiatives and priorities at every level of the organization

- o Develop and implement policies and practices that ensure equitable allocation of philanthropic resources across Aspire Public Schools.
- o Serve as primary liaison with regional Executive Directors and other key organizational and regional leaders to determine regional priorities and associated philanthropic needs, and develop and implement strategies to support those priorities.
- o Manage and steward portfolio of highest level donors to ensure ongoing support for Aspire Public Schools.
- o Develop and successfully implement a strategic approach to identifying, initiating, and developing relationships with new philanthropic donors.
- o Lead the development of compelling stories and messages to be shared externally and with funders.

● **Communications:**

- o Support alignment in key organization-wide communications and branding across Aspire Public Schools.
- o Identify and oversee all external partnerships related to communications, including PR and pro-active media support, managing crisis communications to mitigate legal risk and potential liability, photography and videography, website development and updates, graphic design, and additional partnerships as necessary.
- o Lead strategic planning to develop and train brand ambassador/brand training materials to ensure key stakeholders know how to uphold and effectively promote the Aspire brand.
- o Develop, support, and maintain consistent channels of communications across the organization, including ongoing assessment of effectiveness of communications to all stakeholders.
- o Oversee the development and distribution of key donor-facing communications, including annual Gratitude Report and regular cadence of donor-facing messaging across multiple platforms.
- o Ensure the maintenance and effectiveness of annual marketing and communications activities across multiple channels.
- o Lead the strategic planning and execution of major events led and/or hosted by the Foundation team throughout the year.

● **Advocacy:**

- o In partnership with the General Counsel and/or Director of Family Advocacy and Community Engagement as relevant from Aspire Public Schools, develop and implement a strategic plan to address advocacy priorities for Aspire Public Schools on a state-wide, and national level.
- o Support external media outreach to highlight key advocacy priorities, initiatives, opportunities, and celebrations through proactive and earned media on a local, state-wide, and national level.
- o Serve as the primary liaison with key state-wide advocacy partners, including contract lobbyists, state-wide advocacy organizations, and communications partners who amplify the organization's advocacy efforts.

**Additional:**

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

**QUALIFICATIONS**

**Minimum educational level:**

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- Bachelor's degree
- Advanced degree preferred

**Experience required:**

- 5+ year experience in fundraising, marketing/communications, or advocacy work
- Exceptional communication skills, both written and verbal.
- Experience developing strategic plans, metrics, and progress monitoring.
- Knowledge of fundraising techniques and strategies.
- Excellent computer skills with all Microsoft Office programs; Salesforce experience preferred.
- Understanding of budgeting process, with the ability to create compelling narratives based on the organization's financial data.
- Strong interpersonal and process management skills, with a strong interest in and talent for working on teams.

**Chief Financial Officer**

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

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

- Skill in developing a long-term organizational and financial strategy with an ability to think critically
- Expertise in financial planning & analysis and modeling, leveraging fluency with Excel, Access, PowerPoint, and financial accounting systems
- Negotiating a wide range of relationships and contracts, including financing terms, benefits, insurance, vendors
- Capital markets knowledge and expertise
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Equity-centered leadership skills grounded in empathy, inquiry, and fair process; interest in and ability to identify and interrupt racist practices in their own work and in areas of influence
- Proven ability to successfully manage, evaluate and coach others
- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Deep understanding of effective change management practices
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes
- Ability to utilize numerous data sets, quantitative and qualitative, to inform decision making
- Strong communication skills, both written and verbal; comfortable speaking in front of large groups
- Comfortable having difficult conversations with empathy, an inquiry mindset, and the ability to move toward learning and resolution
- Can attract, develop and inspire great teams

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**Required educational level:**

- Bachelor's Degree/ CPA and/or MBA preferred

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#### Required experience:

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

#### General Counsel

Grounding in Aspire's mission and vision, the General Counsel leads the legal efforts and risk management in support of Aspire's scholars and teammates, with special consideration to the areas of nonprofit governance, employment law, special education, and risk mitigation. The General Counsel will coordinate Aspire's use of outside counsel. This position also oversees the organization's governance, supports its Board of Directors, and joins forces with internal and external partners to advance advocacy efforts and influence systemic change for the TK-12 public education sector. The General Counsel applies a student-centered approach to legal and compliance matters.

#### ESSENTIAL FUNCTIONS

##### Legal Matters

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- Represent Aspire in all open and pending legal and legal-adjacent matters, mediations, depositions, etc. Develop legal strategies and lead implementation in partnership with associated departments and schools. Manage associated insurance claims as relevant.
- Determine when and how to leverage outside counsel for specific expertise as needed. Identify and partner with outside legal counsel on legal strategies.
- Provide legal advice and guidance to Aspire leaders on special education, employment law matters, charter authorization, compensation, vendor management, and emergency response, including direct partnership with HR leaders across all regions and Home Office who manage Employee Relations cases and associated investigations.
- Supervise responses to requests for information (e.g. public records requests pursuant to the Public Records Act) and subpoenas.
- Manage legal budget to optimize use of internal staff, external counsel, and pro-bono legal services.

##### Board Governance

- Ensure and support with compliance with all public transparency and conflict of interest laws
- Ensure compliance with all related laws including Brown Act, Form 700, Political Reform Act
- Stay current on all applicable laws and policies, with an emphasis on charter law
- Maintain internal and external policies and procedures as needed
- Research and advise on optimal governance structures for Aspire to ensure values alignment and legal compliance and proper standing as it relates to tax exemptions, charitable purpose, conflict of interest, etc. Support any governance changes in terms of documentation, policies, coordination with outside counsel.
- Work with Aspire leadership to plan, support and attend all Board meetings, serve as a legal resource for Board and C-Suite, and ensure Board's execution of its fiduciary duties.

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**Minimum educational level:**

- J. D. (Juris Doctor) required with 8+ years of relevant experience obtained at a law firm, government agency or an educational institution.
- Licensed to practice in CA.

**Experience required:**

- Significant experience working on legal matters with public sector practice or in legal positions at charter schools.
- Experience in TK-12 education. Understanding of education law, CA laws related to governance and public agencies.
- Experience with all or some combination of employment law, contracts, special education law.
- Experience crafting and reviewing legal strategy in response to litigation.
- Evidence of ability to work well with colleagues, outside counsel, opposing counsel, and department and school leaders.
- Demonstrated passion for public education and equitable systems.

**Vice President, Data and Technology**

The Vice President of Data and Technology leads the development and execution of a comprehensive data, systems and technology strategy across our Central Office and Regions. This role focuses on leveraging data analytics to drive instructional improvements and systems and technology to enhance operational efficiency. This leadership role requires a visionary thinker with a deep understanding of data analytics, technology trends, and business processes for a network's lifecycle. The leader is passionate about driving organizational change through data-driven decision-making and leveraging technology as an enabler for individuals and teams to do great work.

**JOB RESPONSIBILITIES:**

**Strategic**

- The CEO is responsible for Leadership:
  - An innovative thinker who leverages data, systems and technology to enhance student outcomes, streamline operations, and foster a culture of continuous improvement.
  - Develop and implement data, systems and technology strategies that align with the educational goals and mission of each region.
  - Collaborate with senior leadership to identify opportunities and integrate data and technology initiatives to drive innovation and improvement plans.
  - Play a key role in shaping the scope of shared services to be provided to Aspire regional entities as we work towards Transformation into separate entities.
  - Make strategic recommendations and work closely with Executive Directors and Aspire Executive Team to consider efficiency, costs, etc. Provide strategic thought partnership around data integrity and approaches for the Transformation Stage.

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- o This leadership role is a member of the Home Office Leadership Team.

- **Data Management - analytics and insights:**

- o Oversee data governance, data quality, and data architecture.
- o Ensure the organization leverages data analytics for decision-making and operational improvements.
- o Oversee the collection, management, and analysis of data across the network.
- o Establish data governance frameworks to ensure data quality, security, and compliance with relevant regulations.
- o Lead the design and implementation of data analytics initiatives that provide actionable insights for educators, administrators, and stakeholders.

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- **Systems and Technology Oversight:**

- o Oversee the strategic direction and success management of all IT and systems initiatives across the organization across all states and regions.

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

- o ~~Experience in~~ Ensure the organization's IT and systems infrastructure is secure, scalable, and efficient for optimal performance.

- ~~Oversee the charter sector, leading charter management organizations of significant size.~~

- ~~Proven ability to lead of the organization through its next phase of growth and to its next level of student achievement.~~

- o ~~Ability to inspire~~ procurement, implementation, and maintain a strong maintenance of technology systems and solutions.
- o Evaluate and implement educational technology tools that enhance teaching and learning experiences.

- **Team Development:**

- o Build, mentor, and lead high-performing data and technology teams.
- o Foster a culture of innovation, collaboration, and continuous improvement.

- **Budgeting and Resource Allocation:**

- o Develop and manage the overall budget for data, systems, and technology; ensure the effective allocation of resources to meet strategic priorities.
- o Monitor expenditures and ensure cost-effectiveness of data, systems and technology investments.

- **Stakeholder Engagement:**

- o Communicate data strategy and technology initiatives effectively to all levels - leaders, educators, staff, and the broader community.
- o Act as a liaison between technical teams and central/regional office leaders to ensure alignment and understanding.

- **Compliance and Risk Management:**

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- o Establish and enforce policies and procedures to ensure data security, privacy, and compliance with relevant regulations and standards.
- o Conduct risk assessments and implement security measures to protect organizational culture data and IT assets.

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● **Continuous Improvement:**

- o Monitor and evaluate the effectiveness of data initiatives and technology implementations, making adjustments as needed.
- o Stay current with emerging trends in education technology and data analytics to inform strategic decisions.
- o Collaborate with regional leaders and Home Office Leadership to further the AI strategy in the Aspire context.

**\*Additional:**

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

**QUALIFICATIONS**

- Strong understanding of K-12 education data systems, assessment tools, and educational technology.
- Systems-level thinking with the ability to solve problems and build scalable solutions.
- Proven track record of developing and executing data and technology strategies in a fast-paced environment.
- Proven ability to translate data insights into actionable strategies for improvement.
- Exceptional leadership, communication, and interpersonal skills.
- Ability to work collaboratively across Aspire regions, departments and influence stakeholders.

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Bay Area Area Superintendent

- Overall Commitment to fostering an inclusive and equitable educational environment.

**Minimum educational level:**

- Bachelor's degree in Computer Science, Information Technology, Data Science, or a related field.
- MBA or advanced degree preferred.

**Experience required:**

- 8+ years of experience in data and systems management, technology leadership, or a related field, with at least 5 years in a senior leadership role.

**Executive Director**

The Executive Director has overall responsibility for "dual bottom line" (the performance of their region's schools in the areas of strategic leadership; academic and fiscal results) of all schools in geographic area. Oversees education

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Aspire Monarch Academy Charter Renewal Petition (2019-2024)

~~program implementation, operations, programmatic excellence; diversity, equity, and inclusion; chartering authority and community partnerships; talent development, and operational and fiscal management, and human resource management. Support health. Job duties include:~~

- Directly supervising and coaching principal supervisors and other regional leaders to achieve key goals and metrics aligned to our strategic plan;
- Building strategic relationships with local advocacy partners, local and statewide representatives, and local funders, to enlist support for and partnership with our schools and families, and strengthen our position in the community;
- Ensuring collaborative and efficacious partnerships, with the Home Office/Aspire Public Schools, and across the organization at large;
- Cultivating a cohesive, values-aligned team (inclusive of principals in ensuring results and growth. Uphold the mission and values established by Aspire Public Schools.) that demonstrates strong team culture, communication, and role clarity;

~~Required knowledge, skills, and abilities:~~

- Establishing systems and protocols to ensure the operational and financial health of the region and its schools;
- Maintaining strong chartering authority and county office of education relationships and charters in good standing, and lead renewal cycles in collaboration with Home Office counterparts.

### REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Ability to attract, cultivate, develop, and inspire a diverse team, build trust through authentic interaction, and cultivate a positive work environment across multiple axes of difference.
- Demonstrated success as an instructional leader and in the, including professional development of teachers and principals, in public charter or district schools serving primarily Black, Indigenous, and People of Color (“BIPOC”) scholars.
- Demonstrated command of the intricacies of school operations and planning.

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- Ability to use complex data to inform your leadership and practice, and to successfully train and coach others to do the same.
- Deep knowledge and understanding of the complexities of race and culture in education; sensitivity to issues and concerns of communities of color and other diverse groups including students with disabilities and multi-language learners; passion and extensive experience in leading for equity; ability to lead with an anti-racist lens.
- Commitment to your own ongoing learning, growth, and development.
- Demonstrated success managing strategic planning and vision setting, operations, budgets, and developing and implementing systems.
- Exceptional management skills including planning, directing, reporting, budgeting, and administrative responsibilities.
- Knowledge of characteristics of successful urban schools in high need communities and how to implement them.
- Knowledge of California charter school law, finance, and regulations.
- Strong problem analysis and problem resolution at both a strategic and functional level.

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#### Education & Certifications

- BA required, Master's degree and above preferred
- CA Teaching or Admin Credential preferred

#### Experience

- Led large scale, complex organizations or departments
- Done work to address your own lens of racial and social oppression, and also done work to disrupt oppression on a systemic level
- 5+ years of successful teaching, as demonstrated in student results and other relevant data highly preferred
- 5+ years successful experience as a principal, as demonstrated in student results and other relevant data highly preferred
- 2+ years as a school administrator at the regional, network, or district level supervising schools/principals with a proven track record of student success highly preferred

#### Superintendent of Schools

The Superintendent of Schools is responsible for administering, directing and coordinating the overall school's support program in all areas as assigned. This support includes a culturally responsive leadership program and development, talent development, school budgets, assistance for program implementation, professional development and systematic program monitoring/evaluation.

The Superintendent of Schools supervises the Managing Director(s) of schools, providing coaching, development, resource allocation, and support for school supervision.

The Superintendent of Schools participates in the development, implementation, and evaluation of the Aspire initiatives and other system-wide policies and procedures as a member of the Regional Leadership Team. The work requires an understanding of the overall mission, goals, and objectives of Aspire, anti-racist stance, and the primary focus is to provide meaningful support for the principals to attain and exceed the Student Achievement Targets.

#### School Supervision and Leadership Development

- Responsible for ensuring all scholars in the region have access to effective, culturally responsive school leaders, who are charged to ensure rigorous, culturally responsive instruction that prepares scholars for success in college, career, and life.
- Work with Executive Directors and engage the regional community to define the leadership pathway vision for the region that aligns with Aspire's mission, vision, core values, and equity commitments, anti-racist stance, and strategic plan and metrics.
- Collaborates with the Executive Director on policies and procedures affecting the instructional program and management of schools.
- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and instructional programs.
- Supervises Managing Director(s) of schools and provides coaching and support for school supervision.
- Hosts the School Supervisor Community of Practice providing norming, frameworks and feedback to ensure alignment among principal supervisor practices.
- Organizes and/or facilitates principal and supporting administrator regional community of practice.
- Supports hosting Instructional Rounds and Learning Walks across schools with school leaders and other members of the regional team
- Observes classroom instruction to determine overall degree of implementation of the instructional program, student/school needs, usefulness of materials, and level of instruction.
- Builds equity leadership, problems of practice and equity focused learning for teammates.
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to subgroups and disproportionality.

#### REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Partner with counterparts in other regions to shape and refine Aspie's principal supervision and school support system to ensure consistent and high-quality school support and principal development.
- Ability to problem solve, project manage, talent manage and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality, equity informed, instructional support, especially re Common Core State Standards.
- Comprehensive knowledge of curriculum development, effective instructional practices and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain effective relationships with parents, principals, teachers, supervisors, other responsible school, local, and state officials from diverse cultural and linguistic backgrounds.

- Ability to engage in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity.
- Has engaged in work to address individual lens of racial and social oppression, and also led work to disrupt oppression on a systemic level
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Excellent human relations skills.

#### EDUCATIONAL & LICENSURES:

- Bachelor's required
- Master's degree from an accredited college or university, preferred
- Possession of an administrative credential in school administration preferred.

#### EXPERIENCE

- 7+ years of field experience in education, including experience as a teacher and in an administrative or supervisory position.
- At least two years as a leader at the regional, network, or district level supervising region-wide instructional program and teammates with a proven track record of student success

#### Managing Director of Schools

The Managing Director of Schools is primarily and directly responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and or high school). The Managing Directors work to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Managing Director may provide support to the Executive Director and Superintendent in the areas of culturally responsive leadership, culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation.

In collaboration with the Superintendent, the Managing Director will support the development, implementation, and evaluation of regional initiatives and other system-wide policies and is an integral part of the Regional Instructional Leadership and/or Equity Leadership teams. The work requires an understanding of anti-racist practices, Culturally Responsive Leadership, overall mission, goals, and objectives of Aspire and the region; however, the primary focus is to provide meaningful support for the principals and supporting administrators to disrupt racialized outcomes for scholars.

#### Supervision, Curriculum and Staff Development

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- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Supports the Superintendent to organize and participate in principal and supporting administrator regional meetings.
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- If needed, participates in region-wide equity based programming with a focus on leadership development on either the Regional Diversity, Equity, Inclusion Council, or Pro-Black Programming Leadership Team.
- Support in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, elementary programming, etc)
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development with leveraging the Transformational Leadership Framework and Aspire Student Learning Framework .
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

#### **REQUIRED KNOWLEDGE, SKILLS & ABILITIES**

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially regarding CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to

discussions about race and educational equity.

- Excellent human relations skills.

#### **EDUCATION & LICENTURES:**

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

#### **EXPERIENCE**

- 7+ years of field experience in education with at least two years of site leadership experience.
- Extensive and progressively experience in teaching and school administration.
- Experience supervising principals is preferred.

#### **Regional Director Special Education**

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

#### **REQUIRED KNOWLEDGE, SKILLS & ABILITIES**

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

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- Experience in training, planning and executing appropriate transition services for special education students.

1) Minimum educational level:

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

2) Experience required:

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

Regional Director of Student Services ("RDSS")

Regional Directors of Student Services provide direct consultation to Aspire schools and manage a team in order to integrate support for non-academic student supports and to manage student services compliance within their region. This role includes coaching schools directly in student services matters such as truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for regions within Aspire including, but not limited to, the School Attendance Review Board ("SARB"), expulsion hearing officer duties and Uniform Complaint Procedures. Regional Directors of Student Services provide professional development to Principals, APs and Deans of Students, social-emotional counselors and other school site admin staff directly engaging in student services actions.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students. Proven leadership grades K-12
- Excellent communication, presentation and interpersonal skills with the demonstrated ability to attract, develop and inspire a team; exceptional ability to bridge write clearly and enhance cooperative working relationships persuasively and interact effectively with different audiences
  - Demonstrated budget management responsibility
- 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 their duties
- Deals with obstacles and constraints positively

Educational Level:

- Entrepreneurial passion

Required educational level:

- Master's Degree or Ph.D. in education in Education, Counseling, Social Work or related discipline
- Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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**Required experience:**

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

**Senior Director of Operations**

The Senior Director of Operations drives the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversees the Operations Team. Works cross-functionally and collaboratively to share, create buy-in and implement their vision and strategy. Has excellent people management skills, a passion for leading and implementing large, complex projects and initiatives to improve the organization, a proven track record of sound, data-driven decision-making, and strong relationship-building skills.

The Senior Director of Operations is responsible for administering, directing and coordinating school and regional operations as it relates to federal, state, county, and district compliance and oversight. This support includes leadership of specific program development such as report planning and development, operational budgets, and annual oversight presentations, professional development and systematic program monitoring/evaluation, and serving as a key liaison with relevant Home Office teammates as needed.

The Senior Director of Operations performs related duties as required or assigned under the general direction of Regional Leadership.

**Leadership and Strategic Vision**

- Lead in developing, executing, and achieving Aspire's vision, mission, strategies, and goals, ensuring alignment across school sites, regional teams, and Home Office functions.
- Serve as part of the Bay Area Leadership Team to problem-solve regional issues and support continuous improvement of Aspire-wide policies and procedures.
- Oversee and contribute to operational goals that prioritize student achievement, long-term financial sustainability, and risk mitigation.

**Operational Excellence**

- Develop and implement strategic plans to transform school, regional, and organization-wide operations, collaborating with key stakeholders to identify and drive process improvements.
- Direct operational best practices and communicate them through professional development, documents, and presentations.
- Review and analyze student attendance and enrollment data to guide principals
- Support principals and non-instructional staff in operational deliverables to ensure daily operational excellence.
- Manage and provide leadership for charter application, renewal, and compliance processes, fostering positive relationships with authorizers.
- Direct teams responsible for maintenance, custodial services, energy management, and capital projects.

- Manage regional capital projects, coordinating with project managers to ensure compliance with building codes, and overseeing timely delivery of facilities projects like portable classrooms.

#### **Supervision and Team Development**

- Support the supervision and coaching of school Business Managers and regional teammates, enhancing their capacity in operations leadership, feedback, and system management.
- Visit schools to monitor progress, develop principal capacity, and support the growth of Business Managers in achieving operational goals.
- Oversee and participate in principal and regional meetings to align operational practices and support leadership development.

#### **Partnerships and Vendor Management**

- Act as liaison between the region and Home Office Operations, managing regional and national vendor relationships and contracts.
- Collaborate with IT and Data teams to implement strategies that enhance student learning and operational efficiency.

#### **Professional Development and Support**

- Work with the Home Office and Regional Office employees to design and deliver professional development for principals and Business Managers.
- Plan, budget, schedule, and evaluate professional development for non-instructional staff.
- Co-plan and lead retreats for Office Managers/Business Managers to align professional growth with organizational goals.

#### **Data and Decision-Making**

- Oversee Data Analysis and Data Visualization teams to provide user-friendly tools for data-driven decision-making.
- Lead cross-functional initiatives for better coordination and communication across schools, regions, and the Home Office, fostering an environment of continuous feedback and growth.

#### **Talent Management**

- Hire, develop, and retain key talent to ensure the success of operations.
- Set clear goals, provide constructive feedback, and offer growth opportunities for team members.

#### **REQUIRED KNOWLEDGE, SKILLS & ABILITIES**

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.

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- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, with regard to Common Core State Standards and culturally responsive teaching and leadership.
- 5+ years Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

#### EDUCATION and LICENSURES

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration, at the district level, preferred.

5+

#### EXPERIENCE

- 7+ years of field experience as a principal in education
- 3+ years of school or district operational system leadership experience

#### ◆ 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. A biography of The Charter School's Principal is attached in The Charter School's Principal leads, manages, and oversees all functions of an individual school site. This includes the education program to ensure student academic performance, budget to ensure fiscal health of the site, school office operations, community relations, people management and facilities. Appendix XV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

#### Educational Level:

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

#### Required experience:

- 7+ years teaching and administrative experience
- 3+ years working in historically marginalized communities as a full-time teacher preferred

#### Assistant Principal

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

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

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

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

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

The Office Manager is responsible for overall front office activities, will report non-academic/instructional business operations of the school site including School Operations and Administration, Accounting, Finance and Budget Management, Data Management, School Leadership, and Serving as a Partner to the Principal, and will work. The Business Manager reports to the Principal, supervises supporting staff, and collaborates and partners with all school staff and home office teammates as well as with students, parents, and outside parties. The Office Manager will have the following qualifications: consultants/vendors.

- Strong organizational, time management and ~~multi-tasking~~multitasking skills
- Strong interpersonal and communication skills
- ~~Expedience~~Experience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives
- 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

- ~~B.A.~~ **A. degree** Degree preferred or equivalent work experience

#### 4Experience required:

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

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## 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:

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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 Knowledge of core, college-preparatory courses at each Aspire school will be required to hold a valid child cognitive development and various learning styles

Knowledge of subject matter, including California authorization similar 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 State Standards and subject-specific authorization frameworks

Knowledge of assessments

Ability and willingness to implement Aspire Instructional Guidelines and Best Practices

Ability to analyze qualitative and quantitative student data

Ability and willingness to reflect and improve instructional practices

Ability to collaborate with colleagues, parents and community

Computer and Internet search skills

In accordance with Education Code Section 47605(l), flexibility (1), teachers shall be given with regard hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to nonecore, noncollege preparatory courses request an emergency permit or a waiver from the Commission on Teacher Credentialing in the same manner as a school district.

## 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; telephone interview/screen, school site interview with a site hiring committee (discussed below); demonstration lesson with students; authorization check and reference checks.

Aspire's multiple stage approach includes: a resume screen; interview with a site hiring

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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~~committee (discussed below); demonstration lesson with students; and reference checks.~~

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

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

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

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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.

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#### Building Manager

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

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##### 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

##### Expanded Learning Site Director

The Expanded Learning Site Director oversees the ongoing planning and operations of a high-quality education program for students and upholds the mission and values of Aspir. This includes training and managing a team of Expanded Learning Educators to meet the academic, social-emotional, behavioral, and physical needs of all students.

- Proven ability to provide timely and meaningful financial analysis in a dynamic, high-growth work environment
- Strong organizational and administrative skills, including ability to work in a fast-paced environment and handle multiple responsibilities and deadlines
- Proficiency in use of computer technology and the internet, including picking up litter,

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- weeding, mowing the lawn
- Coordinate and manage night cleaning service and contractors to ensure building and grounds are well cleaned MS Word and maintained, and a regular schedule of major cleaning is kept (e.g. polishing floors, steam cleaning carpets, etc.) Excel
- 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

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- 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

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#### After School Educator

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

- Demonstrated ability to work well as part of a team and to facilitate teamwork to complete complex projects
- Strong written and verbal communication skills and ability to collaborate with a variety of colleagues and stakeholders including parents, teachers and community partners
- Ability and willingness to effectively implement curricula and program activities Aspire Instructional Guidelines and Best Practices
- Ability to effectively manage classroom activity and promote responsible student behavior, willingness to reflect and decision-making improve own performance
- 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 Knowledge of adult learning theory and experience training adults highly desired

##### Minimum educational level:

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

##### Required Experience required:

- Experience working with children or youth in a school or community based setting
- ~~4+~~ minimum of 1 year as a teacher, teacher intern, or teaching assistant preferred

##### Essential Duties and Responsibilities

- Maintains a safe and effective environment for academic instruction and/or enrichment activities
- Effectively manages student classroom behavior Management experience in a nonprofit, school, or service business preferred

##### Mental Health Therapist (Special Education)

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

- Demonstrated commitment to ensure all students are fully engaged in and learning.
  - Complies Experience with all safety students grades TK-12.
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- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly, and other regulatory interact effectively with different stakeholders.
- Excellent organization, time management, and/or funder requirements follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
  - Delivers high quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
    - Under the guidance of the Afterschool Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
    - Collaborates with other afterschool staff, school day teachers and outside service providers to identify unique student needs, diagnose and address learning challenges, and share information about student progress
    - As needed, provides whole class, small group and individualized instruction to students
  - Creates an environment of high expectations for learning, student behavior and staff professionalism
    - Fosters a program culture of high expectations that includes college preparation for all students

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

#### Counselor

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

- Demonstrated commitment to students and learning
- Experience with students in applicable grade level
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team.
- Demonstrates Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of his/her/their duties.
- Deals/Deal with obstacles and constraints positively and with a solutions-oriented mindset.
  - 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

#### Minimum

##### Required educational level & licensure:

- Bachelor's Degree required
- Master's Degree in Counseling/Social Work counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC) OR PPS credential

#### Mental Health Therapist 1 (Gen Education)

##### Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12,
  - PPS Credential or Eligibility for PPS Credential

#### Essential Duties and Responsibilities

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- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- 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 therapy, etc.)
  - 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

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- Create and maintain relationships with outside agencies to help foster better learning and support for the students of Aspire and their families
- Provide crisis counseling and referrals for students as needed
- Consistently and routinely update case files for students under their care
- Continually improve social work skills by seeking out constructive feedback and professional development opportunities
- Exhibit positive rapport with students
- Possess a thorough understanding of and abide by the NASW Code of Ethics
- Create positive and consistent communication with Aspire staff and administration about social work goals and processes
- Attend all staff meetings
- Attend IEP and inter-departmental meetings for students receiving counseling services
- Supervise counseling trainees/interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

#### Minimum educational level & licensure:

- Bachelor's Degree required
- Master's Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC) OR PPS credential

#### Education Specialist Mild to Moderate Support Needs or Extensive Support Needs

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

- Demonstrate knowledge of, and support, the Aspire mission, vision, value statements, standards including antiracism, 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/Severe

##### 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
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Belief in inclusion and Aspire's Equity Belief Statements and demonstrates high expectations for students with diverse learning needs
- Ability and willingness to reflect and improve
- Ability to follow and meet mandated deadlines and due dates
- 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

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- ~~Special Education Experience~~
- ~~Ability to work independently as a self-starter in a new organization~~
- ~~Ability to excel as a member of a team and implement new learnings from professional development~~
- ~~Ability to work with an ethnically and economically diverse student body~~

#### Required educational level:

- ~~Current California~~ Expertise in applicable grade-level Common Core State Standards and Academic IEP goal development
- Knowledge around the models of co-teaching and serving students with disabilities in an inclusive model
- Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
- Alignment to and urgency around Aspire's mission, vision and values

#### Educational level and licensures:

- ~~CA Special Education Specialist Teaching Credential~~ (Mild/Moderate ~~or~~ ~~Education Specialist, Mild-~~ Moderate ~~(Severe)~~ authorization Support Needs) required
- Bridge Authorizations for Mild-Moderate Credentials received prior to June of 2022
- ~~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

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

- Demonstrated commitment to students and learning
- Experience with students grades K-612
- 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/their duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

##### Required educational

##### Educational level and licensures:

- Bachelor's degree; ~~Master of Science~~
- Master's Degree in School Psychology ~~or Sociology~~
- Pupil Personnel Services Credential in School Psychology

##### Required

##### Experience required:

- Completion of School Psychologist Intern also acceptable Internship
- 2 years of experience as a school psychologist preferred

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**Instructional Aide, SPED Qualifications**

Required knowledge, skills & abilities:

- Knowledge of child cognitive development and different learning styles

***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

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- 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 Familiarity with students with students that demonstrate moderate-severe needs.
- Ability and willingness to implement students' individualized education programs
- Ability and willingness to reflect and improve on practice
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities

Educational level

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

Experience required

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

### Instructional Assistant Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and assigned different learning styles
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community

Minimum educational level:

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

Experience required:

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

## Professional Development

Once teachers are hired, Aspire invests in their continued professional development.

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Teachers new to Aspire participate in regional ~~trainings~~training to become fluent in the Aspire education program; Aspire culture, ~~literacy instruction, math instruction, rigorous interdisciplinary instruction, parent~~instructional practices, ~~curricula, and programs, student and family~~ engagement and time with other team members examining student ~~data~~practices.

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Aspire also offers an induction program to all qualified teachers. The Aspire Teacher Induction Program is a two-year mentoring program that supports the development of new teachers based on their individual needs. Teachers are matched with mentors that meet with them weekly to support their development and growth as a new teacher. Induction is designed to recognize the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom.

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

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## Element 6: Health and Safety

*"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include*

*(i) That each employee of the charter school furnish*

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

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."*

### Site Safety Plan

Charter School shall develop a school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

### Pupil Safety

#### Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

#### 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 Charter School each school year.

### Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved

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~~by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.~~

**Employee Training**

Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. ~~Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.~~

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

~~Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).~~

~~Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.~~<sup>44691</sup>

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~~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 GSD request.~~

In order to provide safety for all students and staff, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. The Charter School’s safety plan is attached in Appendix XVII.

**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

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~~blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.~~

#### ~~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 Education Code section 49060 et seq. at all times.~~

#### ~~CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING~~

##### Employee Screening Requirements

##### Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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

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~~Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.~~

##### Procedures for Background Checks

Employees, volunteers, and contractors of The Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. 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 Director of Employee Services and the Controller, shall monitor compliance with this policy.

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

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

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**Tuberculosis Testing Screening**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

In order to provide safety for all students and staff, the Board of Directors has adopted and implemented full health and safety procedures and risk management policies at the Charter School site. These procedures will be incorporated into Monarch’s student and employee handbooks as needed and will be reviewed on an ongoing basis by the Principal and regional team. Monarch shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of Monarch.

**Role of Staff as Mandated Child Abuse Reporters**

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

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

Medication in School

Medication in School

~~Monarch will adhere to Education Code Section 49423 regarding administration of 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.~~

Vision, Hearing, and Scoliosis

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~~The Charter School will adhere to Education Code Section 49450, et seq. 49414 regarding vision, hearing, and scoliosis screening as applicable to the grade levels served by The Charter School.~~

~~epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall stock and maintain the required number and type of store emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto injector as required by SB 1266 (2014).~~

~~an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries. Section 49414.7, including with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School training, notices, and the stocking of albuterol inhalers.~~

#### Vision, Hearing, and Scoliosis

~~Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available~~

~~Students will be screened for use vision, hearing and review upon CSD request.~~

#### Emergency Preparedness

~~scoliosis. The Charter School shall will 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.~~

#### SAFE PLACE TO LEARN ACT

~~Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 Section 49450 et seq. as applicable to the grade levels served by the Charter School.~~

#### Competitive Athletics

~~Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers, as well as Education Code section 49475 et seq. with respect to institution of a concussion protocol.~~

[A1]

#### Gun-Free Schools Act

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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

~~**TOBACCO USE PREVENTION**~~

~~Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.~~

#### SUICIDE PREVENTION POLICY (GRADES 7-12)

~~Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.~~

#### TRANSPORTATION

~~The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.~~

#### DATA PRIVACY

~~Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.~~

#### OTHER REQUIREMENTS

~~Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.~~

Drug Free/Alcohol Free/Smoke Free Environment

#### Diabetes

Monarch shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

#### Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

#### Menstrual Products

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The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

#### All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

#### School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall functionprovide each student adequate time to eat as a drug, alcohol and tobacco free workplace determined by the Charter School in consideration of available guidance.

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#### RecessAsbestos

The Charter School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early

release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

#### **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- A. child abuse reporting procedures
- B. routine and emergency disaster procedures
- C. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- D. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- E. a discrimination and harassment policy consistent with Education Code Section 200
- F. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- G. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- H. a safe and orderly environment conducive to learning
- I. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- J. procedures for conducting tactical responses to criminal incidents
- K. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- L. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- M. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- N. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- O. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

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The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

#### Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

#### Bloodborne Pathogens

Monarch shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Monarch shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV") and provide mandatory annual training to staff to protect employees and children from possible infection due to contact with blood borne viruses. 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

Aspire and the Charter School is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Aspire stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on Charter School or Aspire premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

#### Facility Safety

##### The Charter School

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

#### Comprehensive Sexual Anti-Discrimination and Harassment Policies and Procedures

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The Charter School

Monarch is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, gender, immigration status, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, or sex and pregnancy, physical or mental disability. Aspire has developed, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Monarch shall develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at The Charter School-Monarch (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Monarch's anti-discrimination and harassment policies.

SUICIDE PREVENTION POLICY

Aspire Public Schools' Suicide Prevention Policy for all grades meets the requirements of Education Code Section 215 and to California Bill 2246

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A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

#### **Bullying Prevention**

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

#### **Supporting LGTBQ Students**

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

#### **SAFETY Act**

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

#### **Gun Safety Notice**

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

#### **Athletic Programs**

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and

other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

#### Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

#### Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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## Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students

~~"The means by which the charter school will achieve a balance of racial and ethnic balance among its pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."~~ ~~(Ed. Code § 47605(b)(5)(G))~~

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school's curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.
- Develop student and family affinity groups to learn more about their experiences and opportunities to enhance our programming
- Engage affinity groups in the outreach and recruitment efforts, including canvassing, open house events and student orientation events

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

### Plan to Achieve a Reflective Student Population Balance

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~~The goal of our plan is to bring the applicant pool to be more reflective of the District, in attempt to bring more balance goal, and the school's outreach and recruitment efforts described above will support this to the Charter School's population, in terms of its racial, ethnic, special education, and English learner makeup.~~

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

#### Benchmarks to Achieve Racial, Ethnic, SPED and English Learner Student Balance

The Charter School will develop benchmarks to achieve racial, ethnic, SPED and English Learner Student Balance.

| <u>Objective</u>                                                                                                                                                                                          | <u>Metric</u>                                                                                                                                                                                                                                                                                                                                | <u>Completion Date</u>                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <u>Data Analysis: Determine the racial, ethnic, SPED and English Learner diversity of the Charter School each school year</u>                                                                             | <u>Collect data and organize for review</u>                                                                                                                                                                                                                                                                                                  | <u>By the first month of the school year</u> |
| <u>Research: Research the latest available data on ethnic, SPED and EL diversity for the District</u>                                                                                                     | <u>Collection of this data and create a comparison table</u>                                                                                                                                                                                                                                                                                 | <u>By November 1st of each school year</u>   |
| <u>Enrollment Plan: Develop a strategic student enrollment and outreach plan that allows for diverse student recruitment and engagement from multiple stakeholders from diverse roles and backgrounds</u> | <u>Student enrollment plan includes targets, enrollment timeline, community mapping, plan to target diverse student populations, dates for open house, community canvassing and other key community events/enrollment fairs and stakeholder participation</u><br><br><u>Stakeholder engagement: 2-3 affinity focus groups held, affinity</u> | <u>By November 1st of each school year</u>   |

|                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
|                                                                                                                                                                                                           | <u>group surveys distributed</u>                                                                                                                                                                                                      |                                             |
|                                                                                                                                                                                                           | <u>Marketing plan and budget secured</u>                                                                                                                                                                                              |                                             |
| <u>Marketing Materials: Ensure all marketing and outreach materials (i.e. flyers, postcards, signage, digital ads), written communications and meetings are translated in both English and Spanish</u>    | <u>All marketing materials and written communications are translated and a translator is secured for all open house information sessions</u><br><br><u>Enrollment information on organization's website is updated and translated</u> | <u>By November 15th of each school year</u> |
| <u>Advertisement and Marketing: Expand the outreach of information and important enrollment deadlines to media, including digital ads, tv/ radio, bulletin boards, and mailers.</u>                       | <u>Advertise in at least 2-3 media sources</u>                                                                                                                                                                                        | <u>By January 15th of each school year</u>  |
| <u>Progress Monitoring: Provide opportunity to expand or modify outreach efforts based upon application trends during open enrollment.</u>                                                                | <u>Collect and analyze application data including available ethnic information halfway through the open enrollment period</u>                                                                                                         | <u>By January 15th of each school year</u>  |
| <u>Community Outreach: Conduct community canvassing, participate in enrollment fairs and community events to recruit diverse student populations.</u>                                                     | <u>At least 3 community canvassing events held during the open enrollment period and participate in 2-3 community events</u>                                                                                                          | <u>By February 15th of each school year</u> |
| <u>Engage with Prospective Families: Host open house information sessions for prospective families to learn more about the school.</u>                                                                    | <u>At least 3 open house information sessions held during the open enrollment period</u>                                                                                                                                              | <u>By February 15th of each school year</u> |
| <u>Student Registration and Orientation: Support incoming families with registration process and host orientation event to share key school information with new families to support their transition</u> | <u>Regularly scheduled registration office hours for new families and host an orientation event</u>                                                                                                                                   | <u>By May 30th of each school year</u>      |

|                                                                                                                                                    |                                                                                                              |                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <u>Enrollment Data Analysis: Conduct a data analysis of new registered students to inform progress toward meeting a diverse student enrollment</u> | <u>Collect and analyze incoming student registration data including available ethnic, SPED and EL status</u> | <u>By May 30th of each school year</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------|

## Element 8: Admissions Policies and Procedures

~~"Admission requirements, if applicable, policies and procedures, consistent with subdivision (e) of Education Code section 47605(b)." – Ed. Code § 47605(c)(5)(H).~~

### ~~DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES~~

#### ~~Documentation of Admissions and Enrollment Processes~~

~~Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.~~

~~Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.~~

~~As indicated in the affirmations included at the beginning of this petition, Charter School shall also comply with the following all requirements of related to admissions preferences found in Education Code section 47605(d)(2)(B)(i)-(iv):~~

~~(i) Each type of preference shall be approved by the chartering authority at a public hearing.~~

~~(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.~~

~~(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.~~

~~(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.~~

### ~~HOMELESS AND FOSTER YOUTH~~

~~The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or~~

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any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

#### Homeless and Foster Youth

Charter School shall 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a ~~standard-District~~ contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

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#### NON-DISCRIMINATION

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## Non-Discrimination

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

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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.

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## PARENT ENGAGEMENT

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

## Parent Engagement

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

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~~Aspire will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics).~~

~~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.~~

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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

Public Random Drawing

Applications will be accepted during a publicly advertised open application enrollment period each year for enrollment in the following school year. Following the open enrollment period each year,

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applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ~~The~~ Charter School will hold a public random drawing (or "lottery") to determine enrollment admission for the impacted grade level. ~~All, with the exception of existing~~ students, who are ~~currently enrolled~~ guaranteed admission in the ~~Charter School from the previous~~ following school year ~~will be exempt from the lottery. Enrollment preferences in the case of a public random drawing shall be as follows:~~

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

- 1. Children of Aspire Regular, Full-time employees
- 2. Siblings of students ~~already~~ admitted to the Charter School
- 3. Students who are eligible for free or reduced-price meals
- 4. All students who seek to continue their preparation and readiness for college from other Aspire schools
- 5. Children residing within the District
- 6. All other students who reside in the state of California

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

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

- Currently enrolled Charter School students are exempt from the lottery and are guaranteed enrollment in the next academic year at the same school.
- Completion of an application for each child who is interested in attending the Charter School.
- Student applications will be ~~drawn randomly~~ accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Open enrollment and lottery information is communicated through letters sent home, parent communication platform messages, and information on the enrollment system.
- Following the open enrollment period each year, applications shall be counted to determine ~~the students who are accepted and those~~ whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s). The lottery will be public and will take place at the Charter School, during the published lottery dates on the organization's website at <https://aspirepublicschools.org/enroll/>. Families do not need to attend the lottery in order to secure a spot.
- The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. The enrollment system software is programmed with the admission preferences. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who are on the waitlist. The order of names qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. The enrollment system first fills available spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference is filled in the same manner, before moving to fill seats with the next preference. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn will determine in the lottery.

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order of names on the waitlist, provided above.

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- An Aspire designee will be in attendance at the lottery, which is open to the public.
- At the conclusion of the public random drawing lottery, students who were accepted/admitted will be notified by the Charter School Office/Business Manager by phone, email, and/or mail within two days and asked to register within two weeks the designated timeline for the upcoming school year, online or, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity shall also will be contacted and told able to see their number place on the waitlist via their enrollment system account or by inquiring with the school office. This waitlist will be posted in a public place in the school and wait list will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, the Office/Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system. In no circumstance will a wait list carry over to the following school year.

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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 by the specified timeframe. 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/office staff will also help any parents who need assistance in completing the lottery and/or registration forms, and the school/Charter School will keep written records of the lottery forms, procedures, accepted lists, and waitlists/wait lists for a period of one year.

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#### 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.

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~~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.~~

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#### **Planned Application, Public Random Drawing, and Admission Schedule**

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

|                               |                                                                                                                                                                                                                                   |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <del>December – January</del> | <del>Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.</del>                                                                                                 |
| <del>January – March</del>    | <del>Send re-enrollment forms to existing students to identify open seats. Public random drawing conducted (if necessary).</del>                                                                                                  |
| <del>March – May</del>        | <del>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.</del> |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>November - February</u> | <b><u>Open Enrollment: November- February</u></b><br><u>Student recruitment (via referrals, networking, community canvassing, community events and holding enrollment and option fairs and marketing). Interested families can submit applications for the following school year. Applications received during the open enrollment period will be included in the lottery.</u>                                                  |
| <u>January</u>             | <b><u>Re-enrollment Forms for Current Students: January</u></b><br><u>Send re-enrollment forms to existing students to identify the number of open seats available for the following school year.</u>                                                                                                                                                                                                                           |
| <u>Early March</u>         | <b><u>Admission Lottery: March</u></b><br><u>Public random drawing conducted (if necessary). The lottery date, time and location will be shared with all families who have applied. Acceptance letters and registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians. Waitlist letters distributed to applicants not selected in the public random drawing.</u> |
| <u>Late March - June</u>   | <b><u>Student Registration: March- June</u></b><br><u>Students admitted to the school complete their registration forms. New student orientation events are held to support families with their transition and additional support with the registration process.</u>                                                                                                                                                            |

## Element 9: Independent Financial Audits

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

~~In order to ensure~~ An annual independent financial audit of the ~~necessary oversight~~ books and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule ~~records of reporting deadline to the District will apply each year of the term of this charter;~~

- ~~On or before July 1, an annual update required pursuant to Section 47606.5.~~
- ~~September 1 — Final Unaudited Financial Report for Prior Year~~
- ~~December 1 — Final Audited Financial Report for Prior Year~~
- ~~December 1 — First Interim Financial Report for Current Year~~
- ~~March 1 — Second Interim Financial Report for Current Year~~
- ~~June 15 — Preliminary Budget for Subsequent Year~~

~~An annual fiscal audit, required under the Charter Schools Act, School will be conducted by an auditor with experience in education finance and will use as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with 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, and as required by applicable law, the audit will employ generally accepted accounting procedures. 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 applicable provisions within 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. If any audit exceptions are identified during the audit, Aspire will immediately look to address the root cause of the issue and seek to determine an action plan to resolve to ensure that exceptions have been corrected. Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code responsibilities, reporting requirements and timeline regarding audit exceptions identified by our independent auditor governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

~~Any disputes regarding~~

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the ~~resolution~~ State Controller on its

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published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions and/or deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeal/Appeals Panel ("EAAP") appeal process as required by Education Code Section 41344.-(") in accordance with applicable law.

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The independent financial audit of The Charter School is a public record to be provided to the public upon request.

#### Financial Statements

Attached, in Appendix XIX, please find the following documents for The Charter School:

- 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.



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## Element 10: Procedures by which Pupils Can Be Suspended or Expelled

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~~"The procedures by which pupils can be suspended or expelled."~~ (Ed. Code § 47605(b)(5)(J).)

~~The Charter School's student discipline from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as follows that is consistent with all of the following:~~

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

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

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

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

~~(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."~~ – Ed. Code § 47605(c)(5)(J)

### Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

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

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

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(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

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

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~~####~~(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until ~~the charter school~~Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

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 to comport with legal requirements.~~ 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 ~~§Section~~ 47605(~~de~~)(3), upon expulsion of any student, ~~The~~the Charter School shall notify the ~~superintendent or superintendent designee~~ district of residence of the district of the pupil's last known address within ~~thirty~~ (30) days, and shall, upon request, provide that school district with a copy of the ~~cumulative record~~education records of the pupil, including ~~report cards or~~ a transcript of grades ~~or report card~~, and health information.

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~~This means~~The Charter School shall ensure that ~~the Charter School~~ students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached..

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Students who are expelled shall be responsible for ~~maintaining~~ seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the ~~educational access of students~~ school district of residence to assist with locating alternative placements during ~~and pending the completion of~~ expulsion.

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#### **Required Notifications**

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As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

#### Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

#### Suspension and Expulsion Policy

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's student expulsion process and policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

The Charter School will facilitate placement of expelled students by communicating with the District as soon as practical. 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.

The Charter School will provide advanced notification (in alignment with parent notification) of expulsion hearings to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District Representative may attend.

The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions, including an audio or video recording, or authenticated written transcript, of the hearing. All documentation needs to be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion.

Additionally, accommodations, modifications and other services protected under IEP or 504 plans for any particular student will be provided during and pending the completion of the Charter's School's student expulsion process as required by law.

#### **Discipline Foundation Policy**

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

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. 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.

Aspire Public Schools' 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.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level behaviors and/or provide systems for intervening through alternatives to suspension.

### Positive Behavior Support Systems

Aspire is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

**Multi-tiered Systems of Support (MTSS):** MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs.

**Positive Behavior Interventions and Supports (PBIS):** PBIS is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

**Restorative Practices (RP):** RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

#### Social Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

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

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

In addition to Aspire's overarching positive behavior and discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school specific policies. Some examples of specific alternatives to suspension include:

#### Alternatives to Suspension

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

In addition to more broad school-based interventions and school culture work, the Charter School's counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student's ability to learn or make it difficult for them to regulate behavior in school.

In addition to the work the Charter School has put in to 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, Aspire assigns a Regional Manager or Regional Director of Student Services (RM or RDSS) specifically assigned to our schools. The RM/RDSS's role encompasses both school-specific and region-wide and includes, but is not limited to:

- Provides professional development and individualized coaching to Deans of Students, APs of Culture and other staff around areas related to student behavior and discipline, including, but not limited to:
  - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
  - Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
  - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention

- Professional development opportunities for mental health counselors
  - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
- Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
- Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
  - Links to authorizer support resources around discipline and behavior interventions
  - Family resource referrals for outside agencies and supports
- Collaborate with authorizer and outside agencies to craft and expand supports for our schools. Ex:
- The RM/RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
  - The RM/RDSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.
- Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

In terms of the data necessary to determine the efficacy of our school's behavior system, all Aspire schools utilize OnCourse to track suspension and expulsion data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include, but are not limited to:

- Most common behavior incidents by type
- Suspension rates for students
- Total suspension by month (with comparisons available month-to-month and by year)

In order to create a more robust system of data around interventions, Charter School will also implement the RyeCatcher student information system and SEL assessments in order to provide data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RM/RDSS's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the school site and the area superintendent.

Additionally, each RM/RDSS works as part of a larger team within Aspire to increase the knowledge base and collaboration among different staff stakeholders such as principals, APs,

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deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes directors and managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others. The position is supported by the Chief Schools Officer of Aspire Public Schools.

### Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians.<sup>16</sup>

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.~~

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~~Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.~~

#### Authority to Suspend

- ~~1. A teacher may suspend a student only from the teacher's classroom for the day of the suspension plus the following school day.~~
- ~~2. The Principal or the Principal's 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 between any of the above and home (door to~~

<sup>16</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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#### 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 and anger management programs for students subject to suspension or expulsion. An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. [Education Code 48900.6]~~

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

#### Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following:

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Directors for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel.

#### Notice of School Rules

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion.

**Grounds for Suspension and Expulsion: Grades TK-12**

~~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.~~

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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:

1. ~~(4)~~ Discretionary Suspension or Expulsion Offenses. Students may be suspended or expelled when the Principal or designee determines the student:

- a) ~~Caused, attempted to cause, or threatened to cause physical injury to another person.~~ ~~or (2)~~
- a)b) ~~Willfully used force or violence upon the another 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 was under the influence of, a any~~ controlled substance ~~listed in Chapter 2 (commencing with Section 11053) of Division 10 of the as defined in~~ Health and Safety Code, ~~an Sections 11053-11058,~~ alcoholic beverage, or ~~an~~ intoxicant of any kind. ~~Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.~~
- d) ~~Unlawfully offered, arranged, or negotiated to sell any controlled substance listed as defined in Chapter 2 (commencing with Section 11053) of Division 10 of the~~ Health and Safety Code, ~~an Sections 11053-11058,~~ alcoholic beverage, or ~~an~~ intoxicant of any kind, and ~~either then~~ sold, delivered, or otherwise furnished to ~~any~~ person another liquid, substance, or material and represented ~~the liquid, substance, or material as a same as such~~ 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, which includes but is not limited to, electronic files and databases~~
- g) ~~Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases~~
- h) ~~Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, except that this section does restriction shall not prohibit the use or possession by a pupil of the pupil's of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.~~
- i) ~~Committed an obscene act or engaged in habitual profanity or vulgarity.~~
- j) ~~Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the~~ Health and Safety Code. ~~11014.5~~
- k) ~~(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.~~

~~(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this~~

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~~subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.~~

~~h)k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.~~

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m) Possessed an imitation firearm. ~~As used in this section, "imitation firearm" means, i.e., 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.

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

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o) Harassed, threatened, or intimidated a ~~pupil~~ student who is a complaining witness or a witness in a  
school disciplinary proceeding for ~~purposes~~ the purpose of either preventing that ~~pupil~~ student from being  
a witness and/or retaliating against that ~~pupil~~ student for being a witness, ~~or both.~~

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

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q) Engaged in, or attempted to engage in, hazing. For purposes of this ~~subdivision,~~ "policy," "hazing"  
means a method of initiation or ~~preinitiation~~ pre-initiation into a ~~pupil~~ student 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" ~~student.~~ Hazing does not  
include athletic events or school-sanctioned events.

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

p) ~~"Made terroristic threats against school officials and/or school property, which includes but is not limited to,~~  
~~electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement,~~  
~~whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great~~  
~~bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the~~  
~~specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it~~  
~~out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional,~~  
~~immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate~~  
~~prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for~~  
~~their own safety or for their immediate family's safety, or for the protection of school property, which includes~~  
~~but is not limited to, electronic files and databases, or the personal property of the person threatened or their~~  
~~immediate family.~~

q) ~~Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy,~~  
~~the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the~~  
~~victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic~~  
~~performance or to create an intimidating, hostile, or offensive educational environment. This provision shall~~  
~~apply to students in any of grades 4 to 12, inclusive.~~

r) ~~Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in~~  
~~Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.~~

s) ~~Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group~~  
~~of students to the extent of having the actual and reasonably expected effect of materially disrupting class~~  
~~work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or~~  
~~student(s) by creating an intimidating or hostile educational environment. This provision shall apply to~~  
~~students in any of grades 4 to 12, inclusive.~~

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t) Engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act.

1) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupilstudent or group of pupils as defined in Section 48900.2, 48900.3, students which would be deemed hate violence or 48900.4, harassment, threats, or intimidation, which are directed toward one or more pupilsstudents that has or can be reasonably predicted to have the effect of one or more of the following:

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A.i. Placing a reasonable pupilstudent (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or pupils for a person of their age with exceptional needs) or students in fear of harm to that pupilsstudent's or those pupils'students' person or property.

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B.ii. Causing a reasonable pupilstudent to experience a substantially detrimental effect on the pupilstheir physical or mental health.

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C.iii. Causing a reasonable pupilstudent to experience substantial interference with the pupilstheir academic performance.

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D.iv. Causing a reasonable pupilstudent to experience substantial interference with the pupilstheir ability to participate in or benefit from the services, activities, or privileges provided by a schoolthe Charter School.

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2. (A) "2) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

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

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~~ii.~~ Creating a credible impersonation of another actual pupil/student for the purpose of having one or more of the effects listed in ~~paragraph~~ subparagraph (1)

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~~(1)~~ b. "Credible impersonation" means to knowingly and without consent impersonate a pupil/student for the purpose of bullying the pupil/student and such that another pupil/student would reasonably believe, or has reasonably believed, that the pupil/student was or is the pupil/student who ~~was~~ was impersonated.

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~~(2)~~ c. Creating a false profile for the purpose of having one or more of the effects listed in ~~paragraph~~ subparagraph (1) above. "False profile" means a profile of a fictitious pupil/student or a profile using the likeness or attributes of an actual pupil/student other than the pupil/student who created the false profile.

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B) Notwithstanding paragraph (1) and subparagraph (A), ~~iii.~~ An act of cyber sexual bullying

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~2.~~ 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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~~3.~~ "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 the pupil's age with the pupil's exceptional needs.

~~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;~~  
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but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to Education Code 48900 (a) to (r), inclusive and (t) specified above, an Aspire student enrolled in any of grades 4 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 school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

#### **Determination of**

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer, Administrative Panel, or the Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

**Suspension from Class by a Teacher**

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended.

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee.

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

**Suspension by Executive Director, Principal or Principal's Designee**

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

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The Executive Director, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which they are required to recommend expulsion.

The Executive Director, principal, or designee may impose a suspension for a first offense if they determine that the student violated any of the offenses listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons.

For all other offenses, a student may be suspended only when the Executive Director or principal has determined that other means of correction have failed to bring about proper conduct in the student. Other means of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, adopted pursuant to Section 504.
- (5) Enrollment in a program for teaching prosocial behavior or anger management.
- (6) Participation in a restorative justice program.
- (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- (9) Any of the alternatives described in Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Executive Director, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

**Length of Suspension**—The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to

2- The Executive Director, principal, or designee may suspend a student from school for not more than five (5) consecutive school days)-. (Education Code 48911)

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

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A student may be suspended from school shall for not exceed more than 20 schooldays school days in any school year, unless for purposes of adjustment. However, if a pupil student enrolls in or is transferred to another regular school, an opportunity school, or class, or a continuation education school or class, in which case, for the total number purpose of school days for which adjustment, the pupil student may be suspended shall for not exceed more than 30

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school days in any school year.

(b) For the purposes of this section, a school district year. Aspire may count suspensions that occur while a pupil student is enrolled in another school district toward the maximum number of days for which a pupil the student may be suspended in any school year.

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion.

#### **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

##### Informal

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

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~~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.~~

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4. ~~Suspension~~ Conference: Suspension shall be preceded, ~~if possible,~~ by ~~an informal~~ conference conducted by the ~~Principal~~Executive Director, principal, or designee with the student and ~~the student's parent and,~~ whenever ~~practical~~practicable, the teacher, supervisor, or school employee who referred the student to the ~~Principal.~~

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~~Notice of Suspension~~ The Principal or designee must complete an Aspire Notice of Suspension form. ~~The parent will be~~ principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against the student, and ~~given written notice of the suspension using the opportunity to present their version and evidence in support of their defense.~~ This conference shall be held within two (2) school days, unless the student waives this form. ~~The Aspire Notice of Suspension serves as written notification of the right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.~~ Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

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1. This suspension may be omitted if the Executive Director, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the ~~suspension and indicates,~~ including the ~~date name of return following~~ the student and the cause for the suspension, to the Executive Director or designee. This is accomplished by entering this information into Aspire's electronic student information system.

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- 5-2. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by email, telephone, or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice ~~may also should~~ state the date ~~and time~~ when the student may return to school ~~following the suspension.~~

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~~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.~~

3. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference.
4. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school the Executive Director or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed:

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- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. In such instances, when the school has determined a suspension period will be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.
- b. The Executive Director or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
- c. If the student involved is a foster youth, the Executive Director or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting.
- d. If the student involved is a homeless child or youth, the Executive Director or designee shall notify Aspire's liaison for homeless students.

In lieu of or in addition to suspending a student, the Executive Director, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct their behavior and keep them in school.

#### Suspension Appeals Process

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

• ~~Appeals must be made.~~ The family may appeal first in writing at the school level, ~~and should be as~~ directed to the principal. The principal or principal's designee will attempt to resolve the appeal ~~with~~and provide a written response within ten (10) school days.

After appeal at the school level, if

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- If further appeal is desired, the appeal should be made to the Aspire ~~Home~~Regional Office and should be directed to the ~~CEO or Executive Director~~ designee (Regional Manager/Director of Student Services) for resolution with a written response within fifteen (15) school days.

After appeal at ~~Based on the information submitted or requested,~~ the Aspire RDSS may make one of the following decisions regarding the suspension:

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A. Uphold the suspension

B. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

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• After appeal at this administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive ~~and Compensation~~ Committee for resolution with a written response within ~~twenty~~ (20) school days.

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~~If~~For any appeal ~~that~~ is denied, the parent/guardian may place a written rebuttal to the action in the ~~student file~~.

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#### Executive Director or Principal's Authority to Recommend Expulsion

Unless the Executive Director or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, they shall recommend a student's expulsion for any of the nondiscretionary expellable offense listed above

In determining whether or not to recommend the expulsion of a student, the Executive Director, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time.

#### Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing, as described herein, to determine whether the student should be expelled.

The hearing shall be held within 30 school days after the Executive Director, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation.

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

#### Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Executive Director or Regional Director of Student Services may offer the student and the student's parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or the student's parent/guardian has been given written notice of the expulsion hearing.

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#### 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:

- there is a history of misconduct;
- other forms of discipline (including suspension) have failed to bring about proper conduct;

• or when, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

#### **Authority to Expel**

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three 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 expel any student found to have committed a suspendable or expellable offense (APS 5144.1) under the required timelines and provisions of California Education Code. An expulsion decision may be appealed to the Aspire Board of Directors.

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

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's application for readmission is reviewed by the board for approval. If approved, the student is re-admitted and a re-entry conference with the principal of their school is scheduled to promote a smooth transition.

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

#### **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

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school's jurisdiction. If determined that the student has committed a mandatory expellable offense, the Aspire Administrative Panel will expel the student.

◆ Mandatory Expulsion 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

The stipulation agreement shall be in writing and shall be signed by the student and their parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of their right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and their parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement.

Rights of Complaining Witness

- An expulsion hearing involving allegations of sexual assault or committing a sexual battery
- Possessing an explosive

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◆ Mandatory Recommendation may be postponed 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 one school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may day in order the student expelled to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.

Mandatory Recommendation for Expulsion requires a 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) 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 a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's

Whenever the Executive Director or designee), the Aspire, recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, they shall give the complaining witness a copy of Aspire's suspension and expulsion policy and regulation and shall advise the witness of their right to:

1. Receive five days' notice of their scheduled testimony at the hearing
2. Have up to two adult support persons of their choosing present at the hearing at the time they testify
3. Have a closed hearing during the time they testify

In cases where providing testimony in person would expose the witness to emotional and/or physical harm, the witness may submit a request to provide testimony in a written format to the hearing officer. Requests may be accompanied by any written documentation to support the claim of emotional and/or physical harm. The request to provide written documentation must be made at least 5 calendar days prior to the hearing date. The hearing officer shall have final authority to determine if testimony will be allowed to be made in written format.

Whenever any allegation of sexual assault or sexual battery is made, the Executive Director or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

#### **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
- A copy of Aspire's disciplinary rules which relate to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status in Aspire to any other district or school in which the student seeks enrollment
  - o This obligation applies when a student is expelled for acts other than those described in Education Code Section 48915 (a) or (c).
- An explanation of the opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser
  - o Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
  - o Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing
- An explanation of the opportunity to confront and question all witnesses who testify at the hearing
- An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

#### **Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students**

If the student facing expulsion is a foster student, the Executive Director or designee shall also send notice of the hearing as required by Education Code Section 47605(c)(5)(J).

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If the student facing expulsion is a homeless student, the Executive Director or designee shall also send notice of the hearing to Aspire's liaison for homeless students, and as required by Education Code Section 47605(c)(5)(J), at least 10 days prior to the hearing.

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call.

In an effort to expedite a hearing, the 10 day notice of hearing may be waived if the student and parent/guardian as well as the Hearing Officer mutually agree to such a waiver.

~~Alternative Expulsion Hearing: Hearing Officer or Administrative Panel may order a student expelled upon finding that the pupil, at~~

~~Instead of conducting an expulsion hearing itself, the Board may utilize an internal and impartial hearing officer, or may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school or at a in which the student is enrolled.~~

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A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school sponsored activity on or off days of the student's removal from school grounds, unless the student requests that the decision be postponed. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

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The hearing officer or administrative panel shall, within three (3) school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by their parent/guardian, the Executive Director or designee shall consult with the parent/guardian and Aspire staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation.

### Conduct of Expulsion Hearing

1. Closed Session: The Board, Hearing Officer, or Administrative Panel shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated any of the suspendable.

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Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session.

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have their testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Executive Director or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County CEO of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure Sections 1985-1985.2 and enforced in accordance with Government Code Section 11455.20.

Any objection raised by the student or the Executive Director or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding.

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below.

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student:

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

Any complaining witness shall be given a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice before being called to testify; (b) have up to two (2) adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during their testimony; and (c) elect to have the hearing closed while testifying.

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

The person presiding over the hearing may remove a support person whom they find is disrupting the hearing.

If one or both support persons are also witnesses, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, Aspire shall provide a non threatening environment.

- (1) Aspire shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
- (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- (3) The person conducting the hearing may:
  - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
  - (b) Limit the time for taking the testimony of a complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours
  - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from their school of attendance, unless the student requests in writing that the decision be postponed. The Board's decision shall be final.

#### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public.

The Board's decision is the final act within the jurisdiction of Aspire Monarch. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include:

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school.

#### **Written Notice to Expel**

The Executive Director or designee shall send written notice of the decision to expel, including findings of fact, to the student and the student's parent/guardian. This notice shall include the following:

1. The specific offense committed by the student;
2. The fact that a description of readmission procedures will be made available to the student and their parent/guardian
3. Notice of the alternative educational placement to be provided to the student during the time of expulsion
4. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's expelled status with Aspire
5. Notice that the student has the right to appeal Aspire's expulsion decision to the County Board of Education.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### **Decision to Suspend Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and their willingness to follow a rehabilitation program

#### **The suspension of the enforcement of an expulsion shall be governed by the following:**

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board, the Executive Director or a designee if the student commits any of the acts listed under suspension "Grounds for Suspension and Expulsion: Grades K-12" above or violates any of Aspire's rules and regulations governing student conduct.
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order immediately.
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. The Executive Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the student and parent/guardian of their obligation to inform any new district in which the student seeks to enroll of their expelled status with Aspire.

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#### **Notification to Law Enforcement Authorities**

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 Section 245.

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code Section 48915(c)(1) or (5) or Penal Code Sections 626.9 and 626.10.

#### **Placement During Term of Expulsion**

The Board shall refer expelled students to a program of study that is:

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12.

#### **Readmission After Expulsion**

Prior to the date set by the Board for the student's readmission:

The student or parent/guardian is responsible for contacting the Executive Director or designee to request a readmission hearing. Upon receiving such a request, the Executive Director or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Executive Director or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

The Executive Director or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Executive Director or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.

Readmission and placement shall be at the discretion of the Executive Director or designee. Students are not guaranteed readmission into the educational program that the student had prior to expulsion.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other Aspire students or employees.

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The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

Students requesting admission following an expulsion from a non-Aspire school shall be required to submit all documentation to the Executive Director or designee. The Executive Director or designee shall have ten (10) school days to consider the readmission, schedule a meeting if necessary and respond with a decision regarding admission. The Executive Director or designee shall have final authority to admit or deny the student's request for admission.

No student shall be denied readmission into an Aspire school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system.

#### **Maintenance of Records**

Aspire shall maintain a record of each suspension and expulsion, including its specific cause(s).

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school.

The Executive Director or designee shall, within five working days, honor any other district's request for information about an expulsion from Aspire.

#### **Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### **Special Procedures for the Discipline Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

##### **1. Disciplinary Removals of Less than 10 days:**

~~A LEA may remove a~~

##### **1. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability who violates a code of student conduct from his/her current that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

##### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a

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~~change of placement to an and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting, another setting or suspension, as long as the removal does not constitute a change of placement (34 CFR 300.536).~~

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2. Disciplinary Removals of 10 Days or More:

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~~If a student's removal from his/her current placement exceeds ten days in an academic school year, the removals qualify as a change in placement and the LEA shall conduct a Manifestation Determination (MD) meeting within ten days of the decision to change the student's placement.~~

### ~~3.~~ 3. Procedural Safeguards/Manifestation Determination

~~Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Aspire School's principal or designee~~ Charter School, the parent, and relevant members of the IEP/504 ~~Plan~~ Team shall review all relevant information in the ~~student's~~ student's file, including the ~~child's~~ child's IEP/504 Plan, any teacher observations, and any relevant information provided by the ~~parent's~~ parent/guardian to determine:

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- ~~a) a.~~ If the conduct in question was caused by, or had a direct and substantial relationship to, the ~~child's~~ child's disability;  
or  
~~b) b.~~ If the conduct in question was the direct result of the local educational ~~agency's~~ agency's failure to implement the IEP/504 Plan.

~~If the manifestation determination team makes~~ Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

~~If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make~~ the determination that the conduct was a manifestation of the ~~child's~~ child's disability ~~or was the direct failure of the LEA to implement the IEP/504 plan, the child will return to the placement from which they were removed and the~~ IEP/504 Team shall ~~convene to address the following:~~

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- ~~a) a.~~ Conduct a functional behavioral assessment ~~or a functional analysis assessment,~~ and implement a behavioral intervention plan for such child, provided that the ~~Aspire school~~ Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

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- ~~b) b.~~ If a behavioral intervention plan has ~~previously been developed,~~ been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- ~~i. c. REVIEW~~ Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan;

- ~~ii. and modify it, as necessary, to address the behavior~~

### 4. Expulsion of Students with Disabilities:

~~If the manifestation determination meeting participants~~ Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a ~~direct~~ result of the failure to implement the IEP/504 ~~plan~~ Plan, then ~~Aspire Public Schools~~ the Charter School may

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apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 3. *Special Circumstances*

#### Notification of District of Residence

Aspire Public Schools shall immediately notify the District of Residence and coordinate the procedures in this policy with said District for any student with a disability or student who is currently undergoing assessment for a possible disability. Aspire Public Schools is responsible for ensuring that students with known disabilities are provided educational services during and following expulsion proceedings until they enroll in a different LEA.

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#### Services Pending a Recommendation for Expulsion

Students pending an expulsion hearing or following expulsion until enrollment in a different LEA shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

#### Charter School personnelDue Process Appeals

In situations where the parent of an Aspire student with a disability disagrees with any decision regarding placement or the results of a manifestation determination hearing, or Aspire Public Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreement.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Aspire Public Schools, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Aspire Public Schools agree otherwise.

#### Special Circumstances

Aspire Public School administrators, the CEO or designee (Senior Director of Special Education) may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The CEO/principal or designee (Senior Director of Special Education) may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 4. Due Process Appeals

After the student's removal, the LEA shall conduct a Manifestation Determination meeting.

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The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to ~~IDEIA/ADA/IDEA~~ and who has violated the ~~district's~~ Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the ~~Aspire school~~ Charter School had knowledge that the student was disabled before the behavior occurred.

The ~~Aspire school~~ Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the ~~Aspire school's~~ Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent/guardian has requested an evaluation of the child.
- c) The child's teacher, or other ~~Aspire school~~ Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the ~~Director~~ director of ~~Special Education~~ special education or to other ~~Aspire administrative~~ Charter School supervisory personnel.

~~Aspire Monarch Academy Charter Renewal Petition (2019-2024)~~

~~339 of 398~~

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If ~~Aspire Public Schools~~the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to ~~IDEIA/ADA/IDEA~~eligible children with disabilities, including the right to stay-put.

#### Aspire Public Schools

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

~~If Aspire Public Schools had no basis for knowledge of the student's disability, the Aspire school shall proceed with the proposed discipline. If parents request a special education evaluation at the time of the disciplinary action and the Aspire school did not have a basis of knowledge for the disability, Aspire Public Schools shall conduct an expedited special education evaluation. The Aspire school may put the disciplinary proceeding on hold pending the outcome of the evaluation. Upon completion of the evaluation, an IEP team will meet to determine eligibility. If the student is found eligible for special education, a manifestation determination meeting shall be conducted to determine whether the incident that occurred was a manifestation of the student's identified disability.~~

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**Element 11: Employee Retirement Systems**

*"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(b)(5)(K))*

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All employees of Aspire Public Schools who qualify for membership in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") and Social Security shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. In the event that PERS is unavailable to the Charter School's classified noncertificated employees, the Charter School will offer an alternative retirement plan (e.g. an employer-sponsored 403(b) account). Non-certificated employees will also participate in social security.

The Payroll and Human Resources Departments at Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

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## Element 12: Public Attendance Alternatives

*"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (~~Ed. Code § 47605(B)(5)(L)-(5)(M)~~)*

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the ~~charter school~~ Charter School, except to the extent that such a right is extended by the ~~LEA~~ District.

~~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.~~

~~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 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.~~ Charter School.

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### Element 13: Employee Rights of Return

*"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."* (~~Ed. Code § 47605(b)(5)(M)~~)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly 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, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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No individual may be required to work for the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## Element 14: Dispute Resolution

~~"The procedures to be followed by the charter school and the entity granting the charter chartering authority to resolve disputes relating to provisions of the charter."~~ ~~Ed. Code § 47605(b)(5)(N)~~

### Procedures for Complaints against Charter School

Charter School will establish complaint procedures ~~that as required by 5 CCR §4600 et seq.~~ The complaint procedures shall address both complaints ~~against the Charter School~~ alleging discrimination or violations of law and complaints regarding other areas. ~~Charter School will ensure that its complaint processes are fair and accessible for families.~~ Charter School will not, at any time, refer ~~such~~ complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ~~impartial and neutral~~ ombudsperson for situations in which the school leader is the subject ~~person~~ of the complaint ~~or the ombudsperson has a perceived bias.~~ If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) ~~identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary.~~ The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

~~Charter School will adopt and publish grievance 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 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and

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employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

#### Complaints by Students and Employees

Charter School will adopt and publish grievance 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.

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~~Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue~~

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~~the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.~~

#### Disputes between the District and the Charter School

The staff and Governing Board members of ~~The~~ Charter School agree to attempt to resolve all disputes between the District and ~~The~~ Charter School regarding this ~~charter~~Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the ~~charter agreement~~Charter between the District and ~~The~~ Charter School, except any controversy or claim that in any way related to revocation of this ~~charter~~Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

~~(1)~~ (1) Any controversy or claim arising out of or relating to the ~~charter agreement~~Charter, except any controversy or claim that in any way related to revocation of ~~this charter~~the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(~~et~~), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, ~~by facsimile mail~~, or ~~by certified~~electronic mail. The Written Notification, ~~and all subsequent notifications under this procedure~~, shall be deemed received (a) if personally delivered, ~~or sent by electronic mail~~, upon date of delivery to the address of the person to receive such notice if ~~delivered~~received by the District 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 notices shall be addressed as follows:

To ~~Charter School, c/o School Director~~: Aspire Monarch Academy, ~~c/o Principal~~;

Aspire Monarch Academy

1445 101st ~~Ave~~-Avenue

Oakland, CA 94603

To ~~Coordinator~~Director, Office of Charter Schools: ~~1000 Broadway, 6th Floor, Suite 639~~

1011 Union Street #947

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~~(2)~~ (2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. 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 mail, or electronic mail.~~

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~~confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.~~

The parties agree to schedule a conference to discuss the claim or controversy ("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.

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~~(3)~~ (3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own 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 60 ~~calendar~~ days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

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~~(4)~~ (4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

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~~Aspire is committed to working with the District in a spirit of cooperation. Matters unable to be resolved by the District Superintendent or designee and Aspire will be referred to a mutually agreed upon legally licensed mediator at standard cost. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by the parties.~~

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX Complaint Procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

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**Element 15: Closure Procedures**

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*"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(b)(5)(D))*

**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 Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:*

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

*Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD 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 Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.*

**Closure Action**

The decision to close Charter School, ~~either by the governing board of Charter School or by the OUSD 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 Education Code section 47607~~(4)~~) or non-renewed by the OUSD Board of Education, ~~and the Charter has exhausted any appeals procedures the Charter pursued;~~ the governing board of Charter School votes to close Charter School; ~~or~~ the Charter lapses or is surrendered; ~~or the Charter School ceases to serve students for at least half of an academic year.~~

#### CLOSURE PROCEDURES

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## Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations ~~(Revised 08/2009)~~” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide ~~the~~ OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to ~~the~~ OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to ~~the~~ OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to ~~the~~ OCS.
5. ~~The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education~~ ACOE 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~~ OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to ~~the~~ OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning

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7. students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to ~~the~~ OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to ~~the~~ OCS.

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Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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In addition to the four required items above, notification of the CDE shall also include:

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1. A description of the circumstances of the closure
2. The location of student and personnel records

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In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

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1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, 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

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Notification of employees and vendors shall include:

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1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

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Records Retention and Transfer

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6. 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

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After receiving notification of closure, the CDE ~~will~~may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, ~~unpaid revolving fund loans or start up grants, and/or similar~~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 school received state funding for which it was not eligible.

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Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- ~~1.~~ 1. Preliminary ~~budgets~~budget
- ~~2.~~ 2. Local control and accountability plan and annual updates
- ~~2.~~ 3. Interim financial reports
- ~~3.~~ 4. Second interim financial reports
- ~~4.~~ 5. Final unaudited reports

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These reports must be submitted to the CDE and the authorizing entity in the form required. If 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.

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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

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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~~shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
  - a. Name and contact of person(s) handling the liquidation;
  - b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
  - c. An identification number that corresponds to a tag on that item;
  - d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for ~~wind-up~~closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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**4.1.** File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

~~c.2. Make final federal tax payments (employee taxes, etc.)~~

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

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

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3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

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This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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#### REQUIRED NOTIFICATION TO DISTRICT

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## Additional Provisions

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Insurance ~~Charter School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves The Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. The Charter School 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, pursuant to Education Code Section 47605(d)(3).~~

~~The~~

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars (\$1,000,000) per occurrence, and two million dollars (\$2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

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Workers' Compensation Insurance: Charter School shall ~~define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Charter School under its disciplinary procedure, as an "expulsion" under procure and maintain, at all times during the term of the Education Code.~~

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~~In charter, Workers' Compensation Insurance in conformance with the case of a special education student, or a student who receives 504 accommodations, The Charter School will ensure that it makes the necessary adjustments to comply with the mandates laws of the State and federal laws, of California (including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the~~

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~~conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.~~

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## **FACILITIES**

~~If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.~~

~~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.~~

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~~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, unless otherwise agreed to by the District. There is no automatic renewal.~~

~~For any other use agreement, the term shall not exceed five (5) years or shall Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. 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 OUSD Board of Education with the renewal or request for material revision 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 or material revision of the charter petition, the approval of the renewal or request for material revision 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 less than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. 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.~~

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~~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 Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.~~

~~(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.~~

~~Minimum Payments or Charges to be Paid to District Arising From the Facilities:~~

~~(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and~~

~~(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.~~

~~(i) 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 OUSD'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 OUSD 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 Facilities

~~**Insurance** Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.~~

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### Non-District-Owned Facilities

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in-lieu of Proposition 39, Charter School shall provide ~~the~~ OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. ~~Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this~~  
Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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~~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 OCS for such facility.~~

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~~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~~ Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the 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.~~ This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, 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~~ OCS upon request.

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All facilities the Charter School shall occupy are listed as follows:

| <u>Facility Address</u>                     | <u>Maximum Capacity</u> |
|---------------------------------------------|-------------------------|
| <u>1445 101st Avenue, Oakland, CA 94603</u> | <u>2301</u>             |

▲ Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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▲ 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.

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~~If Charter School] fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District.~~

Aspire Monarch Academy Charter Renewal Petition (2019-2024)

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~~unless an exception is made by the OCS and/or the local planning department or equivalent agency.~~

~~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.~~

#### ~~ADMINISTRATIVE SERVICES~~

~~The District may charge for the actual costs of supervisory oversight of The Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if The Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.~~

#### **DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS**

~~The Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:~~

- ~~• The Charter School is subject to District oversight.~~
- ~~• The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of The Charter School.~~
- ~~• The District is authorized to revoke this charter for, among other reasons, the failure of The Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.~~

~~Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit The Charter School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:~~

- ~~• Compliance with terms and conditions prescribed in the charter,~~
- ~~• Internal controls, both financial and operational in nature,~~
- ~~• The accuracy, recording and/or reporting of school financial information,~~
- ~~• The school's debt structure,~~
- ~~• Governance policies, procedures and history,~~
- ~~• The recording and reporting of attendance data,~~
- ~~• The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,~~
- ~~• Compliance with safety plans and procedures, and~~
- ~~• Compliance with applicable grant requirements.~~

~~The Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to The Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.~~

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*In addition, if an allegation of waste, fraud or abuse related to The Charter School operations is received by the District, The Charter School shall be expected to cooperate with any*

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~~investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by The Charter School by law or charter provisions.~~

#### Hold Harmless/Indemnification Provision

Charter School, through this Charter ~~and/or a separate Memorandum of Understanding,~~ agrees to defend, ~~and~~ indemnify, and hold harmless ~~the District~~ OUSD, its officers, directors, ~~employees, attorneys,~~ agents, representatives, ~~employees, attorneys,~~ volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities ~~including but not limited to attorneys' fees~~ that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD 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.

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#### FISCAL MATTERS

##### 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.~~

#### Fiscal Matters

##### District Oversight Costs

~~The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory 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 supervisory 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.~~

##### Third Party Contracts

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Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

#### Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

#### Audit and Inspection of Records

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~~Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:~~

~~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.~~

~~Accordingly, the District~~ hereby reserves the right, pursuant to its oversight responsibility, ~~and Education Code section 47604.3,~~ to audit Charter ~~Schools~~~~School's~~ books, records, data, processes and procedures through the ~~District~~ Office of ~~the Inspector General~~ Charter Schools, ~~or in coordination with FCMAT,~~ ~~or other means~~ in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- 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~~business days' notice to Charter School. ~~When 30 days~~in extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24~~hours~~hours' notice.

~~Aspire Monarch Academy Charter Renewal Petition (2019-2024)~~

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In addition, if an allegation of waste, fraud, or abuse of power related to Charter School ~~will develop~~ operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

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#### **Data and maintain sound internal fiscal information Reporting**

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Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
  - o Preliminary budget
  - o Local control ~~policies governing all~~ and accountability plan and update
  - o First interim financial ~~activities~~ report
  - o Second interim financial report
  - o Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
  - o Annual independent audit report (Ed. Code § 47605(m))
  - o Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - o 20 day attendance report (Ed. Code § 47652(a))
  - o Monthly attendance reports
  - o Principal Apportionment ~~Eligibility for Students Over 19 Years of Age~~ Data (P1, P2, and P-Annual)

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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.~~o Monthly student exit reports (Ed. Code § 47605(e)(3))

- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)  
Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

### Budgets and Financial Reporting

Governing Law: The ~~(Ed. Code § 47612(b).)~~

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#### 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).)~~

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~~[Charter School/District] shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.~~

In the event that The Charter School closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education ("CDE"), shall be utilized to ensure a final audit of The Charter School to determine the disposition of all assets and liabilities of The Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

Charter School will provide the charter authorizer the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure.  
Aspire Monarch Academy Charter Renewal Petition (2019-2024)

~~Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the charter authorizer and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the charter authorizer immediately upon the transfer of Charter School's employee records to the designee. The Chief Operating Officer will serve as the school's closure agent.~~

#### *Documentation of Closure Action*

~~The decision to close The Charter School for any reason will be documented by an official action of the Aspire Board of Directors. The action will identify the reason for The Charter School's closure (i.e. whether the charter was revoked, not renewed or closed~~

voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure related activities.

#### *Notification to the California Department of Education*

Notification will be given to the Charter Schools Unit at the CDE and to the County Office of Education. The notification will include the following information:

- a. —School name, charter number, and CDS code;
- b. —Date of closure action;
- c. —Effective date of the closure, if different; and
- d. —Reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

#### *Notification to Parents and Students*

The Aspire Board of Directors will promptly notify parents and students of The Charter School, the State Board of Education, the County Office of Education in which The Charter School is located, The Charter School's SELPA, the retirement systems in which The Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of The Charter Schools of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the charter.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure related activities.

#### *Notification to Receiving Districts*

In the event that any students reside outside the District, The Charter School will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

#### **Student and School Records Retention and Transfer**

The Charter School will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of The Charter School's students. All records of The Charter School shall be transferred to the District upon School closure. The Charter School and the District will assist parents in the transfer of their students to other appropriate schools. In the event that The Charter School is unable to transfer student records for any reason, The Charter School will maintain them in a safe and secure location and will provide authorized District employees with access to these records. The Charter School will maintain all school records, including financial and attendance records, for a reasonable period after The Charter School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure related activities in accordance with applicable law. The entity responsible for closure related activities is Aspire Public Schools.

#### **Financial Close-Out**

Aspire will have an independent audit completed within six months after the closure of The Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles *This may coincide with the regular annual audit of Aspire. The purpose of the audit is to determine the net assets or net liabilities of The Charter School.* The final audit will include an accounting of all The Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to The Charter School. The cost of the audit will be considered a liability of The Charter School.

In addition to this final audit, The Charter School will also submit any required year-end financial reports to the CDE and the District in the form and time frame required, pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

#### **Dissolution of Assets**

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~~On closure of The Charter School, all assets of The Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending The Charter School, remain the sole property of Aspire and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.~~

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~~On closure, Aspire shall remain solely responsible for all liabilities arising from the operation of The Charter School.~~

~~As The Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.~~

~~Aspire will utilize The Charter School's reserve fund to undertake any expenses associated with the closure procedures identified above.~~

## ~~CHARTER RELATED ISSUES~~

### ~~Term of Charter Petition~~

~~A charter may be granted pursuant to Sections 47605... for a period not to exceed five years. A charter granted by a school district governing board... may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.~~

~~—California Education Code Section 47607(a)(1)~~

~~The Charter School's renewed charter shall begin on July 1, 2019 and will expire on June 30, 2024.~~

### ~~Interpreting the Charter~~

~~All terms of the charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.~~

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The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by Aspire and the District. Aspire and the District agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

#### 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 Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also be required ~~also shall 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. Education Code Section 47605(h).

~~California Education Code Section 47605(g), Facilities~~

Included in the Renewal Financial Packet submitted with this renewal petition, please find the following documents: Multi-Year Budget Projection, FCMAT LCFF Calculator, Three-Year Cash Flow, most recent month's financial statements and Budget Assumptions.

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

#### Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. A copy of Aspire's Evidence of Insurance is attached in Appendix XVI.

#### Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

#### Facilities

The Charter School

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to continue operating at its current location/ocate. Education Code Section 47605(h).

MON currently operates within the geographic boundaries of the District. The Charter School is located at 1445 101st Ave Avenue, Oakland, California CA 94603. This facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School.

#### Administrative Services

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~~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. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between Aspire and the District.~~

### Transportation

The Charter School will not provide transportation to and from school, except as required by law.

### Attendance Accounting

The Charter School will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

### Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

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).

Pursuant to Education Code Section 47604(ed), an entity authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by The Charter Schoolthe charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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~~requested protocol~~

Further, the Charter School intends to ~~ensure~~ enter into a memorandum of understanding with the District, wherein the Charter School shall ~~not be liable to indemnify the District~~ for the ~~operation~~ actions of ~~The~~ the Charter School ~~under this charter~~.

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The corporate bylaws of Aspire shall provide for indemnification of the ~~Aspire's~~ Charter School's Board, officers, agents, and employees, and ~~Aspire~~ the Charter School will purchase general liability insurance, Board Members and ~~Officer's~~ Officers insurance, and fidelity bonding to secure against financial risks. ~~Insurance coverage may be made~~

~~As stated above, insurance amounts shall be determined by joint powers authority authorized to conduct business in the State of California~~ recommendation of the Charter School's insurance company for schools of similar size, location, and limits will ~~set at commercially reasonable levels. A copy of Aspire's Evidence of Insurance is attached in Appendix XVIII-student population.~~ The District shall be named ~~as~~ an additional insured and ~~Aspire will~~ on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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#### Material Revisions and Amendments

This petition may be materially revised only by mutual agreement of the Charter School and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

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**Appendix**

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## APPENDICES

1. OUSD Performance Report
2. Summary of The Charter School Data
3. Similar Schools Study

### Sample of The

- I. Board Resolution Approving Submission of Charter Renewal Petition
- II. SELPA Agreement
- III. Sample School Calendar
- 4-IV. Sample Bell Schedule
5. Sample of The Charter School Academic Calendar
6. The Charter School's Assessment Calendar
- 7-V. Aspire Public Schools' English Language Aspire's EL Master Plan
8. LCAP Aspire Public Schools' 504 Procedures
9. Proof of LEA SELPA Membership
- VI. Aspire Public Schools'
- 10-I. APS Board of Directors Biographies
11. Aspire Public Schools' Proof of Tax Exempt Status
- VII. Aspire Public Schools' Articles of Incorporation
- VIII. APS Bylaws, and
- 12-IX. APS Conflict of Interest Code
- X. Aspire Public Schools' APS Proof of Tax Exempt Status
- XI. Board of Directors Biographies
- 13-XII. Uniform Complaint Procedures Procedure
- 14-XIII. Aspire Public Schools' Discrimination and Harassment Policy
15. The Charter School's Principal Biography
- 16-XIV. Aspire Public Schools' Student Learning Framework
17. The Charter School's Sample School APS Site Safety Plan
- 18-I. Aspire Public Schools' Evidence of Insurance
19. The Charter School's Financials
20. Aspire Public Schools' Leadership Team Biographies
21. Aspire Public Schools' Fiscal Control Policies
- XV. The Charter School's Student Family Handbook
- XVI. Evidence of Insurance
- XVII. Fiscal Control Policy

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