



ASPIRE JUNIOR COLLEGIATE ACADEMY

RENEWAL CHARTER for the term July 1, 2026 through June 30, 2031

Submitted to

Los Angeles Unified School District

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

Previous Charter Renewal Approved
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Assurances, Affirmations, and Declarations

Aspire Junior Collegiate Academy (also referred to herein as “Aspire JCA,” “JCA,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA.

Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

<u>GENERAL INFORMATION</u>	
● The contact person for the Charter School is:	Celinda Guerrero, Principal
● The contact address for the Charter School is:	6724 S. Alameda St. Huntington Park, CA 90255
● The contact phone number for the Charter School is:	(323) 583-5421
● The current address of the Charter School is: <ul style="list-style-type: none"> ○ (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.) 	6724 S. Alameda St. Huntington Park, CA 90255
● Location(s) is/are in the LAUSD Board District:	5
● Location(s) is/are in the LAUSD Region:	East
● The grade configuration of the Charter School is:	TK-5
● The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be:	315
● The grade level(s) are:	TK-5
● The total enrollment capacity will be:	330
● (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
● The regular bell schedule will be:	Monday-Thursday: 8:05 am - 3:15 pm Friday: 8:05 am - 1:45 pm
● The term of this Charter for Middle and High performing schools (ensure term consistency throughout document, e.g., rollout plan, LCFF, etc.):	July 1, 2026 - June 30, 2031

Self Reflection for Charter School

Community: Huntington Park

Aspire Junior Collegiate Academy is located in the city of Huntington Park, a vibrant, predominantly Spanish-English bilingual community located in the Gateway Cities district of southeastern Los Angeles with a historic commercial district on Pacific Boulevard¹. JCA has been located in this community since 2007.

According to a report by the LA County Department of Public Health, the community of Huntington Park includes a population that is 97% Hispanic and has a median household income of \$34,887. Consequently, 27% of residents live below 100% of the federal poverty level and 73% live below 200% of the federal poverty level². According to the same LA County study, the educational attainment of Huntington Park is low compared to Los Angeles county overall as only six percent of residents have obtained a Bachelor Degree or higher. This community data highlights the need for multiple community resources within Huntington Park. Therefore, what follows is an examination of the data that demonstrates how Aspire Junior Collegiate Academy is supporting some of this community's needs through its innovative and specific community-based programming, as well as with the results achieved by its students.

How Aspire Junior Collegiate Academy Will Meet Community Need

Aspire Junior Collegiate Academy is a part of Aspire Public Schools, a charter school network (the "Organization").

Aspire's vision statement is as follows:

- Aspire scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

Aspire's mission is to:

- Provide a rigorous, joyful academic experience that cultivates our scholars' 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, Latino/a/x, Indigenous, and People of Color; and
- Nurture our scholars' pride in their abilities, identities, and communities.

Charter school networks typically share central office support. Research has shown many benefits to a network-based approach to school organization, particularly when the network is engaged in improvement efforts.³ The Aspire Los Angeles Regional Office (the "Regional

¹ Huntington Park, California. (2022, June 21). In *Wikipedia*. https://en.wikipedia.org/wiki/Huntington_Park,_California

² Los Angeles County Department of Public Health. 2018. *City and community health profiles: Huntington Park*. <http://publichealth.lacounty.gov/ohae/docs/cchp/PDF/2018/HuntingtonPark.pdf>

³ Farrell, C., Wohlstetter, P., & Smith, J. (2012). Charter management organizations: An emerging approach to scaling up what works. *Educational Policy*, 26(4), 499-532.

Office,” “Aspire Los Angeles,” or “Aspire LA”), located near Aspire Junior Collegiate Academy, acts as the central office support for Aspire JCA and Aspire’s ten other schools within the Los Angeles Region. The Aspire LA Regional Office offers its own guiding principles that are grounded in the vision of the larger Aspire network. Aspire Los Angeles’s guiding principles are the 4 A’s: Anti-Racism, Academics, Agency, and Activism. These guiding principles shape how we learn, how we work, the conditions in which our schools thrive, and our collective impact.

Therefore, Aspire JCA will meet the needs of the community by providing safe, joyful learning environments in order to provide students options for their futures. The focus on options for the future ensures Aspire JCA maintains a college preparatory culture, but also exposes students to the wide variety of post-secondary opportunities that will be available to them.

Academic Performance Data

What follows will be a discussion of the data comparing Aspire JCA to the State (State), LAUSD (District), and Resident Schools, to document how the Charter School meets the definition of middle-performing charter schools in Education Code Section 47607.2(b).⁴

However, it is first necessary to understand the populations within each of these data sets. Table 1 highlights particular aspects of Aspire JCA’s community. JCA’s student population consists of 327 students where 95.4% identify as Hispanic/Latino, 47.7% are English Learners or Reclassified students (“EL+ RFEPs”), and 95% are considered Socioeconomically Disadvantaged. The percentage of students with disabilities is also greater than both the State and District. During the 2025-2026 school year, there are 49 students at Aspire JCA with Individualized Education Plans (IEPs). The categories that Aspire JCA’s students fall into is as follows: 16 students with Autism, 16 students with Specific Learning Disability, 14 students with Speech and Language Impairment, and one student each within the categories of Intellectual Disability, Orthopedic Impairment, and Other Health Impairment.

The school’s population is distinct from both the state and LAUSD’s population and the disaggregated data highlights a story of service to this particular community, presenting both strengths and areas of opportunity. This context is important to understand as the California Department of Education and extant research recognizes the achievement gaps that exist within English Learners⁵ and Socioeconomically Disadvantaged students.⁶ Aspire Public Schools aims to provide a high quality education and include protective factors that support student resilience, however much research⁷ suggests that these differences are not insignificant, particularly after the pandemic. The data presented on the following pages attests to Aspire JCA’s commitment to supporting its students

⁴ https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47607&lawCode=EDC

⁵ <https://www.cde.ca.gov/ds/sg/englishlearner.asp>

⁶ Korous, K. M., Causadias, J. M., Bradley, R. H., Luthar, S. S., & Levy, R. (2022). A systematic overview of meta-analyses on socioeconomic status, cognitive ability, and achievement: The need to focus on specific pathways. *Psychological reports*, 125(1), 55-97.

⁷ Cohodes, S., Goldhaber, D., Hill, P., Ho, A., Kogan, V., Polikoff, M., ... & West, M. (2022). Student Achievement Gaps and the Pandemic: A New Review of Evidence from 2021-2022. *Center on Reinventing Public Education*.

throughout the years following the 2020 COVID pandemic. The data is collected from the California Dashboard and Data Quest⁸. Within this data is a story of the work that has been done for the students in this Huntington Park and South Los Angeles community.

Table 1. Student Population Comparisons for 2024-2025

Student Groups	Aspire JCA	California	LAUSD
English Learner	36.7%	17.4%	18.6%
RFEP	11%	15.7%	24.3%
EL+RFEP	47.7%	33.1%	42.9%
Hispanic	95.4%	56.1%	73.6%
Socioeconomically Disadvantaged	95.1%	63.6%	82.4%
Students with Disabilities	15.2%	14.9%	12.6%

Resident School Comparisons

Aspire JCA is located along the Alameda Corridor, a 20-mile freight railway line running along Alameda Street that forms the border between Huntington Park and Los Angeles. Therefore, families that enroll at Aspire JCA are either community members from Huntington Park, South Los Angeles, or outside of LAUSD’s borders. Families live within LAUSD boundaries that correspond to either the East or South Regions. Therefore, the school comparisons will be from schools located within both the LAUSD East and South Regions.

Our internal data indicates that student home addresses are aligned to LAUSD Resident Schools. Aspire Public Schools compiles student home addresses and then uses LAUSD’s school finder to determine the home school. Resident schools are schools where 10 or more students would attend. These schools which will form the basis for resident school comparisons are: Middleton Street Elementary, Florence Avenue Elementary, South Park Elementary, Parmelee Avenue Elementary, Miramonte Elementary, Lillian Street Elementary, Graham Elementary, and Dr. Lawrence H Moore Math and Science Academy. This group of eight schools, when aggregated, represents approximately 50% of our student body. The remaining 50% attend different schools both inside and outside of LAUSD boundaries. Aspire Junior Collegiate Academy families reside in Huntington Park, Los Angeles, Compton, Maywood, and South Gate.

Table 2. Resident School Comparison Data

⁸ <https://dq.cde.ca.gov/dataquest/>

LAUSD Resident School	JCA Students Pertaining to LAUSD Resident School	Percentage of JCA Students Pertaining to LAUSD Resident School
Middleton Street Elementary	64	19.57%
Florence Avenue Elementary	34	10.39%
South Park Elementary	12	3.67%
Parmelee Avenue Elementary	11	3.36%
Miramonte Elementary	11	3.36%
Lillian Street Elementary	11	3.36%
Graham Street Elementary	11	3.36%
Dr. Lawrence H Moore Math and Science Academy	11	3.36%
Total	165	50.4%

Table 2 shows the name of schools that are resident schools for Aspire JCA and will form the basis of comparisons. Within this petition, the tables will be labeled as “Resident School Comparison Data” to denote the ten District schools that will form the basis of comparison with Aspire JCA.

Data

What follows is a presentation of JCA’s data based on the California School Dashboard. The data is grouped by academic content area, chronic absenteeism, and suspension data. Each of the data sets is disaggregated by student groups and then in comparison to LAUSD Resident Schools. This is followed by a discussion of the successes and challenges and the plan for improvement.

English Language Arts

Our vision for English Language Arts at Aspire JCA is as follows: “Students are empowered to think critically, communicate effectively, and grow as activists for change.” This vision guides the daily work of the educators at Aspire JCA. Although Aspire JCA will strive to improve literacy outcomes for the students of Huntington Park, there are accomplishments that meet the requirements for charter renewal and demonstrate the value of the Charter School within the community, especially when student groups are closely examined.

Table 3. English Language Arts (All Students)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-48.3 DFS (Low)	-43.4 DFS (Yellow)	-46.8 DFS (Orange)	-37.1 DFS (Yellow)
California	-12.2 DFS (Low)	-13.6 DFS (Orange)	-13.2 DFS (Orange)	-8.1 DFS (Yellow)

Table 3 demonstrates Aspire JCA's ELA DFS (Distance From Standard) for the past four years. Aspire JCA’s DFS was stagnant from the 2022 Dashboard to the 2024 Dashboard, but recently made a 9.7 point gain, larger than the State’s gain, according to the 2025 Dashboard. This is an area of success that will be described later in this petition, however it was concentrated efforts by our team to support all of our students in English language arts.

Table 4. English Language Arts LAUSD Resident School Comparison (All Students)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-48.3 DFS (Low)	-43.4 DFS (Yellow)	-46.8 DFS (Orange)	-37.1 DFS (Yellow)
Lillian Street Elementary	-41.1 DFS (Low)	-54.1 DFS (Orange)	-67.5 DFS (Yellow)	-36.2 DFS (Yellow)
Florence Avenue Elementary	-65.7 DFS (Low)	-62.5% (Yellow)	-45.2 DFS (Yellow)	-18.2 DFS (Yellow)
Middleton Street Elementary	-44.2 DFS (Low)	-40.7 DFS (Yellow)	-34.6 DFS (Yellow)	-37.7 DFS (Orange)
Miramonte Elementary	-83.2 DFS (Very Low)	-86.6 DFS (Red)	-93.6 DFS (Red)	-77.4 DFS (Orange)
South Park Elementary	-87.2 DFS (Very Low)	-82.5 DFS (Orange)	-74.8 DFS (Orange)	-66.5 DFS (Yellow)
Parmelee Avenue Elementary	-36.3 DFS (Low)	-37.5 DFS (Orange)	-42.8 DFS (Orange)	-25.9 DFS (Yellow)
Moore Math and Science Academy	-31 DFS (Low)	25.6 DFS (Yellow)	-27.5 DFS (Orange)	-28.6 DFS (Orange)
Graham Elementary	-70.5 DFS (Very Low)	-62 DFS (Yellow)	-72.9 DFS (Red)	-65.3 DFS (Yellow)

Table 4 shows Aspire JCA compared to LAUSD resident schools. Their DFS in 2025 is better than four of the schools on the list and represents the median score according to this table. This chart shows that schools DFS scores have fluctuated over the past four years in English Language Arts. This is evident across six out of the eight schools within the community that we serve. Additionally, a more comprehensive picture emerges when student groups are analyzed.

Table 5. English Language Arts (English Learners)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-56.5 DFS (Low)	-61.1 DFS (Orange)	-71.9 DFS (Red)	-53 DFS (Yellow)
California	-61.2 DFS (Low)	-67.7 DFS (Orange)	-67.6 DFS (Orange)	-59.9 DFS (Yellow)
LAUSD	-83.9 DFS (Very Low)	-87.8 DFS (Red)	-78.7 DFS (Orange)	-66.9 DFS (Yellow)

Table 5 demonstrates both the needs of English Learners and the potential of this particular group at Aspire Junior Collegiate Academy. English Learners at Aspire JCA outperformed the State and District English Learners according to the 2022, 2023 and 2025 Dashboard and outscored the District on the 2024 Dashboard. Aspire JCA experienced a drop from the 2023 Dashboard to the 2024 Dashboard, but our internal data showed that we were on pace to improve. Since looking at this data, Aspire JCA has implemented targeted interventions for our English Learners that have continued to positively shift the trajectory of their DFS and will be further explained below in the success and challenges section.

Table 6. English Language Arts LAUSD Resident School Comparisons (English Learners)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-56.5 DFS (Low)	-61.1 DFS (Orange)	-71.9 DFS (Red)	-53 DFS (Yellow)
Lillian Street Elementary	-72.6 DFS (Very Low)	-84.4 DFS (Red)	-61.3 DFS (Yellow)	-57.3 DFS (Yellow)
Florence Avenue Elementary	-85.8 DFS (Very Low)	-90.6 DFS (Red)	-53.6 DFS (Yellow)	-29.5 DFS (Yellow)

Middleton Street Elementary	-67.4 DFS (Low)	-71.4 DFS (Red)	-61.6 DFS (Yellow)	-61.8 DFS (Orange)
Miramonte Elementary	-111.9 DFS (Very Low)	-105.9 DFS (Orange)	-101.8 DFS (Orange)	-93.1 DFS (Orange)
South Park Elementary	-113.6 DFS (Very Low)	-102.5 DFS (Orange)	-84.5 DFS (Orange)	-85.7 DFS (Red)
Parmelee Avenue Elementary	-54.3 DFS (Low)	-64.9 DFS (Orange)	-68.8 DFS (Orange)	-47 DFS (Yellow)
Moore Math and Science Academy	-50 DFS (Low)	-43.9 DFS (Yellow)	-44.3 DFS (Orange)	-50.9 DFS (Orange)
Graham Elementary	-88.8 DFS (Very Low)	-76.3 DFS (Orange)	-90.5 DFS (Red)	-84.6 DFS (Orange)

Table 6 shows Aspire JCA’s English Learners’ DFS and the DFS of the LAUSD resident schools within the community. According to the 2022 Dashboard, ELs at Aspire JCA outsourced five resident schools. On the 2023 Dashboard, Aspire JCA’s English Learners outsourced five of the eight resident schools. After a drop on the 2024 Dashboard, Aspire JCA’s English Learners improved by 18.9 DFS points with a DFS of -53 on the 2025 Dashboard. outsourcing five of eight resident schools. Aspire JCA’s English Learners are above the resident school median according to this chart according to the 2025 Dashboard.

This growth was related to the strategies that we put in place during the 24-25 school year and we were anticipating growth because according to i-Ready ELA mid-year assessments, during the 24-25 School Year, English Learners’ proficiency grew by 10% and recently reclassified students grew by 28.7%. Our plan to support English Learners will be explained in further detail below.

Table 7. English Language Arts (Hispanic)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-47.5 DFS (Low)	-42.9 DFS (Yellow)	-46.5 DFS (Orange)	-38.3 DFS (Yellow)
California	-38.6 DFS (Low)	-40.2 DFS (Yellow)	-39.3 DFS (Orange)	-33.7 DFS (Yellow)
LAUSD	-41.3 DFS (Low)	-43.1 DFS (Orange)	-38.9 DFS (Yellow)	-28.5 DFS (Yellow)

Table 7 displays the performance of Hispanic students. The majority of students Aspire

JCA serves fall into this student group. Aspire JCA’s Hispanic students grew by 8.2 points, which is more than California’s growth of 5.6 points. Although Aspire JCA did not outscore the State or District on the 2025 Dashboard, this is the largest student group that we serve. All efforts in the coming years will shift towards greater gains in English Language Arts.

Table 8. English Language Arts LAUSD Resident School Comparison (Hispanic)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-47.5 DFS (Low)	-42.9 DFS (Yellow)	-46.5 DFS (Orange)	-38.3 DFS (Yellow)
Lillian Street Elementary	-41.7 DFS (Low)	-53.4 DFS (Orange)	-43.9 DFS (Yellow)	-35.5 DFS (Yellow)
Florence Avenue Elementary	-64.0 DFS (Low)	-61.2 DFS (Yellow)	-43.4 DFS (Yellow)	-16.4 DFS (Yellow)
Middleton Street Elementary	-44.4 DFS (Low)	-40.7 DFS (Yellow)	-34.1 DFS (Yellow)	-36.5 DFS (Orange)
Miramonte Elementary	-84.1 DFS (Very Low)	-85.8 DFS (Red)	-94.2 DFS (Red)	-77.8 DFS (Orange)
South Park Elementary	-82.6 DFS (Very Low)	-77.8 DFS (Orange)	-67.8 DFS (Orange)	-61.6 DFS (Yellow)
Parmelee Avenue Elementary	-35.2 DFS (Low)	-36.1 DFS (Orange)	-41.1 DFS (Orange)	-25.4 DFS (Yellow)
Moore Math and Science Academy	-31.5 DFS (Low)	-25.1 DFS (Yellow)	-26.8 DFS (Orange)	-27.2 DFS (Orange)
Graham Elementary	-69.1 DFS (Low)	-60.9 DFS (Yellow)	-72.7 DFS (Red)	-64.3 DFS (Yellow)

Table 8 shows Aspire JCA’s overall DFS color designation of Yellow on the 2025 Dashboard with their Hispanic students. This score is better than three schools on this list. Their color designation of yellow is the same as five resident schools and better than three of the schools within this table. The 2025 Dashboard represents an 8.2 point growth from the 2024 Dashboard. Aspire JCA is slightly below the median by 2.1 DFS points, according to this chart. We understand that new curricular options will support us in the coming years as we continue to improve.

Table 9. English Language Arts (Socioeconomically Disadvantaged)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-48.4 DFS (Low)	-41.6 DFS (Yellow)	-49.9 DFS (Orange)	-38 DFS (Yellow)
California	-41.4 DFS (Low)	-42.6 DFS (Orange)	-40.9 DFS (Orange)	-35.3 DFS (Yellow)
LAUSD	-42.1 DFS (Low)	-46.1 DFS (Orange)	-40.2 DFS (Yellow)	-29.4 DFS (Yellow)

Table 9 illustrates the comparison of Aspire JCA’s socioeconomically disadvantaged students. Although our socioeconomically disadvantaged students did not outperform either the state or LAUSD on the 2025 Dashboard, we outperformed both on the 2023 Dashboard, showing the potential of this student group. There was a drop on the 2024 Dashboard, however our Socioeconomically Disadvantaged students grew by 11.4 points, which was more growth than the District and the State’s growth on the 2025 Dashboard. Our students are growing and moving in the right direction and there is more work to continue to do as we look forward to a reset in curriculum and professional development.

Table 10. English Language Arts LAUSD Resident Schools Comparison (Socioeconomically Disadvantaged)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-48.4 DFS (Low)	-41.6 DFS (Yellow)	-49.9 DFS (Orange)	-37.1 DFS (Yellow)
Lillian Street Elementary	-42.3 DFS (Low)	-54.5 DFS (Orange)	-46.7 DFS (Yellow)	-36.2 DFS (Yellow)
Florence Avenue Elementary	-68.3 DFS (Low)	-66.7 DFS (Orange)	-47.9 DFS (Yellow)	-18.2 DFS (Yellow)
Middleton Street Elementary	-44.3 DFS (Low)	-41.4 DFS (Orange)	-33.9 DFS (Yellow)	-37.7 DFS (Orange)
Miramonte Elementary	-83.5 DFS (Very Low)	-86.5 DFS (Red)	-93 DFS (Red)	-77.4 DFS (Orange)
South Park Elementary	-156.6 DFS (Very Low)	-84.3 DFS (Orange)	-76.6 DFS (Orange)	-66.5 DFS (Yellow)

Parmelee Avenue Elementary	-37.7 DFS (Low)	-38.2 DFS (Orange)	-44.5 DFS (Orange)	-25.9 DFS (Yellow)
Moore Math and Science Academy	-31.4 DFS (Low)	21.8 DFS (Yellow)	28.3 DFS (Orange)	-28.6 DFS (Orange)
Graham Elementary	-71.3 DFS (Very Low)	-63.3 DFS (Yellow)	-73.3 DFS (Red)	-65.3 DFS (Yellow)

Table 10 shows Aspire JCA’s overall DFS color designation of yellow was an improvement from the 2024 Dashboard. Our DFS in 2025 is better than four schools and therefore represents the median DFS score according to this table.

Overall, Aspire JCA’s administration and educational team understands that we must continue to improve English Language Arts and have put into place plans that will support growth for all students in ELA. We are proud of our success with English Learners who are outperforming the state and District. We are also looking forward to a regional curriculum adoption in the 2025-2026 school year in order to further accelerate our other student groups’ success.

Math

The vision for math at Aspire JCA is as follows: “All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.” This vision guides the daily work of the educators at Aspire JCA. Although Aspire JCA will continue to improve math outcomes for the students of Huntington Park, there are accomplishments that demonstrate the value of the Charter School within the community, especially when student group performance is closely examined.

Table 11. Math (All Students)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-67.7 DFS (Low)	-79.4 DFS (Orange)	-65.7 DFS (Yellow)	-57.6 DFS (Yellow)
California	-51.7 DFS (Low)	-49.1 DFS (Orange)	-47.6 DFS (Orange)	-42.4 DFS (Yellow)

Table 11 demonstrates Aspire JCA’s math data over the past four years. Aspire JCA grew 13.7 DFS points on the 2024 Dashboard and grew 8.1 DFS points according to the 2025 Dashboard. Although lower than the state in the All Students category, our growth has been consistent over the past three years. Aspire JCA attributes the gains to a new

curriculum and a dedication to professional development for educators, which will be detailed later in this petition. While there is still room for improvement, according to this table, these past years show that our educators have the capacity to improve achievement levels in math.

Table 12. Math LAUSD Resident Schools Comparison Data (All Students)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-67.7 DFS (Low)	-79.4 DFS (Orange)	-65.7 DFS (Yellow)	-57.6 DFS (Yellow)
Lillian Street Elementary	-65 DFS (Low)	-75.2 DFS (Orange)	-67.5 DFS (Yellow)	-57.7 DFS (Yellow)
Florence Avenue Elementary	-72.4 DFS (Low)	-65.4 DFS (Yellow)	-58.9 DFS (Yellow)	-27.4 DFS (Yellow)
Middleton Street Elementary	-64.6 DFS (Low)	-54.4 DFS (Yellow)	-36.9 DFS (Yellow)	-39 DFS (Orange)
Miramonte Elementary	-90.0 DFS (Low)	-87.4 DFS (Yellow)	-89.4 DFS (Red)	-74.9 DFS (Yellow)
South Park Elementary	-92.5 DFS (Low)	-83.8 DFS (Yellow)	-80.9 DFS (Orange)	-73.1 DFS (Yellow)
Parmelee Avenue Elementary	-47.8 DFS (Low)	-40.8 DFS (Yellow)	-56.8 DFS (Orange)	-41.9 DFS (Yellow)
Moore Math and Science Academy	-34.8 DFS (Low)	-31.6 DFS (Yellow)	-33.8 DFS (Orange)	-36.1 DFS (Orange)
Graham Elementary	-72.4 DFS (Low)	-55.9 DFS (Yellow)	-70.8 DFS (Orange)	-57.8 DFS (Yellow)

Table 12 represents Aspire JCA’s performance against the eight resident schools. Aspire JCA’s DFS according to the 2025 Dashboard is better than four of the comparison schools and their yellow designation is the same as six schools and better than two schools on this list. According to the 2024 Dashboard, Aspire JCA’s DFS was better than four schools. Therefore, Aspire JCA’s DFS is the median for the resident schools. This table shows that many schools are improving in math, just as Aspire JCA continues to improve.

Table 13. Math (English Learners)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-72.4 DFS (Low)	-93.9 DFS (Orange)	-76.4 DFS (Yellow)	-68.7 DFS (Yellow)
California	-92 DFS (Low)	-93.4 DFS (Orange)	-93.4 DFS (Orange)	-86.1 DFS (Yellow)
LAUSD	-83.9 DFS (Very Low)	-106 DFS (Red)	-95.4 DFS (Orange)	-83.8 DFS (Yellow)

An additional disaggregation of the data reveals the story of the student groups Aspire JCA serves. Table 13 demonstrates that Aspire JCA’s English Learners have outperformed both the state and LAUSD’s ELs in two of the last three years. In the year that Aspire JCA did not outperform the state, they were within .5 DFS points of the state and at the same designation, orange, on the dashboard.

The results at Aspire JCA demonstrate the effectiveness of the specific work done to support our English Learners. When given the opportunity, ELs at Aspire JCA outperform the state and LAUSD according to DFS. We understand there is more work to do, but the data shows that we are improving for this group of students.

Table 14. Math LAUSD Resident Schools Comparison Data (English Learners)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-72.4 Low	-93.9 DFS (Orange)	-76.4 DFS (Yellow)	-68.7 DFS (Yellow)
Lillian Street Elementary	-86.7 DFS (Low)	-89.3 DFS (Orange)	-86.5 DFS (Orange)	-69.2 DFS (Yellow)
Florence Avenue Elementary	-84 DFS (Low)	-76.4 DFS (Yellow)	-66 DFS (Yellow)	-33.9 DFS (Yellow)
Middleton Street Elementary	-80.3 DFS (Low)	-78.4 DFS (Orange)	-54.8 DFS (Yellow)	-54.1 DFS (Orange)
Miramonte Elementary	-116.1 DFS (Very Low)	-107.3 DFS (Orange)	-98.6 DFS (Orange)	-82.3 DFS (Yellow)
South Park	-110.1 DFS	-99 DFS	-87.8 DFS	-78.5 DFS

Elementary	(Very Low)	(Orange)	(Yellow)	(Yellow)
Parmelee Avenue Elementary	-63 DFS (Low)	-71.6 DFS (Orange)	-77.6 DFS (Orange)	-55.3 DFS (Yellow)
Moore Math and Science Academy	-40.2 DFS (Low)	-36.9 DFS (Yellow)	-43.7 DFS (Orange)	-46.2 DFS (Orange)
Graham Elementary	-84.4 DFS (Low)	-73.6 DFS (Yellow)	-82.5 DFS (Orange)	-68.8 DFS (Yellow)

Table 14 above shows Aspire JCA and comparison school data for English Learners. Aspire JCA continues to work to improve outcomes for this group. Against comparison schools, Aspire JCA’s DFS on the 2024 and 2025 Dashboard is better than four schools on this table, representing the median. Although Aspire JCA will continue to improve EL students’ DFS, the structures put in place to improve data have impacted this group of students positively.

Table 15. Math (Hispanic)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-66.8 Low	-78 DFS (Orange)	-65.3 DFS (Yellow)	-58.8 DFS (Yellow)
California	-83.4 DFS (Low)	-80.8 DFS (Orange)	-79.2 DFS (Orange)	-73.6 DFS (Yellow)
LAUSD	-83.2 DFS (Low)	-78.9 DFS (Yellow)	-72.6 DFS (Yellow)	-61.1 DFS (Yellow)

The largest student group Aspire JCA serves is Hispanic students and their performance is displayed in Table 15. This table shows that Aspire JCA’s DFS is better than the State and the District in all of the Dashboard years presented here. When the data is disaggregated in this way, it is clear Aspire JCA is serving its community. Hispanic students make up over 95% of Aspire JCA’s total student population, and this student group has outperformed both the state and LAUSD’s Hispanic subgroup each of the last four years. Aspire JCA intends to continue improving and surpassing its own pre-pandemic scores with their largest student group.

Table 16. Math LAUSD Resident Schools Comparison (Hispanic)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
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Aspire JCA	-66.8 Low	-78 DFS (Orange)	-65.3 DFS (Yellow)	-58.8 DFS (Yellow)
Lillian Street Elementary	-64.6 DFS (Low)	-74.7 DFS (Orange)	-67.5 DFS (Yellow)	-54.8 DFS (Yellow)
Florence Avenue Elementary	-70.9 DFS (Low)	-64.5 DFS (Yellow)	-56.3 DFS (Yellow)	-25.7 DFS (Yellow)
Middleton Street Elementary	-64.6 DFS (Low)	-54.8 DFS (Yellow)	-36.5 DFS (Yellow)	-37.2 DFS (Orange)
Miramonte Elementary	-92.3 DFS (Low)	-86.6 DFS (Yellow)	-86.9 DFS (Orange)	-75.2 DFS (Yellow)
South Park Elementary	-86.9 DFS (Low)	-78.3 DFS (Yellow)	-73.4 DFS (Yellow)	-66.8 DFS (Yellow)
Parmelee Avenue Elementary	-46.2 DFS (Low)	-41.5 DFS (Yellow)	-55.5 DFS (Orange)	-41.6 DFS (Yellow)
Moore Math and Science Academy	-34.7 DFS (Low)	-30.4 DFS (Yellow)	-32.8 DFS (Orange)	-33.4 DFS (Orange)
Graham Elementary	-70.3 DFS (Low)	-52.8 DFS (Yellow)	-70.8 DFS (Orange)	-56.3 DFS (Yellow)

Table 16 shows Aspire JCA’s DFS for Hispanic students. According to the 2025 Dashboard, Aspire JCA’s Hispanic students outperformed two schools. On the 2024 Dashboard, Aspire JCA outscored four schools on this chart. While their 2024 Dashboard performance level looks similar to other comparison schools, they are one of two schools that went from orange to yellow from the 2023 Dashboard to the 2024 Dashboard. Although JCA’s Hispanic students continue to improve, there is still work that we will do in order to ensure that our largest student group is served equitably.

Table 17. Math (Socioeconomically Disadvantaged)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-67.4 Low	-79.8 DFS (Orange)	-68 DFS (Yellow)	-58.6 DFS (Yellow)

California	-84 DFS (Low)	-80.8 DFS (Orange)	-78.2 DFS (Orange)	-72.9 DFS (Yellow)
LAUSD	-83.1 (Low)	-78.4 DFS (Yellow)	-72.6 DFS (Yellow)	-60.7 DFS (Yellow)

Table 17 also demonstrates Aspire JCA is serving Socioeconomically Disadvantaged students. This is also a student group that makes up the majority of the overall student body served by Aspire JCA. These results are similar to the Hispanic population’s performance since the majority of the community that Aspire JCA serves is both Socioeconomically Disadvantaged and Hispanic. Socioeconomically Disadvantaged students at Aspire JCA have outpaced the State in three of the last four years. However, Aspire JCA’s improvement from the 2023 Dashboard to the 2024 demonstrated impressive growth, showing greater increases than both the state and the district. This data demonstrates Aspire JCA’s instructional program is supporting their specific student population.

Table 18. Math LAUSD Resident Schools Comparison Data (Socioeconomically Disadvantaged)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	-67.4 DFS (Low)	-79.8 DFS (Orange)	-68 DFS (Yellow)	-58.6 DFS (Yellow)
Lillian Street Elementary	-66 DFS (Low)	-76 DFS (Orange)	-71.5 DFS (Yellow)	-62 DFS (Yellow)
Florence Avenue Elementary	-75.6 DFS (Low)	-67.8 DFS (Yellow)	-61.4 DFS (Yellow)	-29.2 DFS (Yellow)
Middleton Street Elementary	-64.7 DFS (Low)	-55.2 DFS (Yellow)	-36.4 DFS (Yellow)	-38.5 DFS (Yellow)
Miramonte Elementary	-91 DFS (Low)	-87.6 DFS (Yellow)	-89.3 DFS (Orange)	-75.5 DFS (Yellow)
South Park Elementary	-94.3 DFS (Low)	-85.3 DFS (Yellow)	-82.7 DFS (Orange)	-74.9 DFS (Yellow)

Parmelee Avenue Elementary	-48.7 DFS (Low)	-41.4 DFS (Yellow)	-58.8 DFS (Orange)	-44 DFS (Yellow)
Moore Math and Science Academy	-34.6 DFS (Low)	-32.4 DFS (Orange)	-34.1 DFS (Orange)	-37.1 DFS (Orange)
Graham Elementary	-72.5 DFS (Low)	-57.1 DFS (Yellow)	-71.1 DFS (Orange)	-57.7 DFS (Yellow)

Table 18 shows Aspire JCA’s DFS for Socioeconomically Disadvantaged students is better than three schools on the 2025 Dashboard and better than four schools on the 2024 Dashboard. While our dashboard data looks similar to other comparison schools, in terms of our yellow designation, we still aim to improve our math data as we have done consistently since the 2023 Dashboard.

Overall, Aspire JCA’s data tells the story of a group of educators that saw a need and incorporated changes to address the data. Our gains were made through curriculum and pedagogical shifts that will be explained in more detail in our success and challenges section. Although we are at or below the resident school median, Aspire JCA’s significant student groups (English Learners, Hispanic, and Socioeconomically Disadvantaged students) consistently outperformed the State and District.

English Learner Progress Indicator

The English Learner Progress Indicator (“ELPI”) is one of Aspire JCA’s proudest growth areas as indicated in Table 19. In the content areas of math and English Language Arts, Aspire JCA’s English Learners are regularly outperforming the state and the District. Aspire JCA’s ELPI indicator on the 2025 Dashboard is green as they increased 10.1%. In the 2023-2024 school year, the ELPI data needed improvement. Aspire JCA acted quickly and made decisions that supported student growth on the ELPAC in order to improve this indicator. During the 2024-2025 school year, Aspire JCA was able to hire an additional full-time instructional aide through the Community Schools Partnership Grant to provide supports and interventions to their English Learners with a focus on our Newcomer and those students at-risk of becoming an LTEL (Long Term English Learner). The Multi-Language Learner (“MLL”) Team at Aspire JCA is composed of a Dean of Instruction and an Instructional Assistant who meet weekly to discuss interventions and supports for EL students. The regional office has lent support to the Aspire JCA team by helping us to analyze data more thoroughly to identify students most in need. The Regional Office also supported in writing the Community Schools Partnership Grant so that we could fund the support needed. Additionally, Aspire JCA was provided with data talks from the Aspire regional team that helped us to more urgently support our English Learners and Newcomers.

Specifically for Newcomers, the MLL Team reviews the SLIFE (Students with Limited or Interrupted Formal Education) curriculum created by the California Newcomer Network that is aligned to the California ELA/ELD framework. Designated ELD is also implemented with fidelity, using the high quality curriculum, EL Achieve, ensuring English Learners are appropriately educated with materials meant to support their academic English Mastery.

Table 19. English Learner Progress

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	51.3% (Medium)	43.6% (Orange)	38.8% (Orange)	48.9% (Green)
California	50.3% (Medium)	48.7% (Yellow)	45.7% (Orange)	46.4% (Yellow)

Table 19 shows Aspire JCA’s English Learner Progress was above the State’s percentage on the 2022 and 2025 Dashboard. Although Aspire JCA experienced a decrease in the ELPI indicator according to the 2023 and the 2024 Dashboards, Aspire JCA had the same color designation as the state on the 2024 Dashboard, and the same designation according to the 2022 Dashboard.

Table 20. English Learner Progress (LAUSD Resident School Comparison Data)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	51.3% (Medium)	43.6% (Orange)	38.8% (Orange)	48.9% (Green)
Lillian Street Elementary	58.9% (High)	65.1% (Blue)	30.8% (Red)	57.4% (Blue)
Florence Avenue Elementary	56.4% (High)	52.3% (Orange)	59.4% (Green)	60% (Green)
Middleton Street Elementary	60.3% (High)	62.6% (Green)	43.8% (Red)	52.6% (Green)
Miramonte Elementary	53.2% (Medium)	51.5% (Yellow)	55.7% (Green)	42.9% (Red)
South Park Elementary	41% (Low)	50.9% (Green)	49.6% (Yellow)	48.8% (Yellow)
Parmelee Avenue Elementary	55.5% (High)	46% (Orange)	47.6% (Yellow)	45.9% (Yellow)

Moore Math and Science Academy	60.5% (High)	68.2% (Blue)	38.3% (Red)	63.3% (Blue)
Graham Elementary	40.3% (Low)	53.1% (Green)	38.2% (Red)	55.1% (Blue)

Table 20 shows Aspire JCA has a green indicator on the 2025 Dashboard. In looking at this chart, all of the schools have fluctuated greatly throughout the year, not one maintaining a green or blue status throughout the four years represented. As compared to local schools, JCA’s color is better than three schools and their percentage is higher than three schools within this table. This is a continued growth area and is the reason that we have put Community Schools resources towards continuing to support our English Learners on the ELPAC.

Chronic Absenteeism

JCA is very proud of its attendance data. Since returning from the pandemic, JCA has been dedicated to improving the school-wide attendance rate. We have adjusted our approach to attendance and found ways to improve the school-to-home partnership, which has provided large benefits to our students.

Since the return of the Dashboard in 2022, JCA has persevered, dedicating time and resources to reducing chronic absenteeism, which has resulted in a 22% decline over the past four years.

Table 21. Chronic Absenteeism (All Students)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	44.3% (Very High)	46.5% (Red)	25.2% (Yellow)	22.1% (Yellow)
California	30% (Very High)	24.3% (Yellow)	18.6% (Yellow)	17.1% (Yellow)

As illustrated in Table 21, during the 2021-2022 school year, we had a rate of 44.3% and then, the rate grew to 46.5%. It was during this time the JCA administrative team reassessed our approach to attendance and changed systems and structures that were more responsive to a post-COVID school setting. Although our rates are higher than the state, we lowered our rates by a higher margin than the State. On the 2024 Dashboard, our chronic absenteeism rate dropped to 21.3% and on the 2025 Dashboard, we dropped another 3%. While our JCA team was consistently working to identify and provide interventions for students who were chronically absent, we also received support from the regional office.

The Aspire LA Regional Office supported our attendance by helping us to analyze data trends and implement targeted interventions. They have hosted Chronic Absenteeism Data Talks with our JCA Attendance Team to examine attendance patterns, identify key subgroups, and develop strategies to better support students and families. Additionally, the regional team has co-facilitated attendance meetings with us, working collaboratively to problem-solve challenges and serve as a thought partner in developing school-wide attendance celebrations. Through direct family engagement, we have gained deeper insight into attendance barriers and provided resources to enhance student engagement. Overall, we are continuing to work on our chronic absenteeism in partnership with our community, which was disproportionately affected by the pandemic.

Table 22. Chronic Absenteeism (English Learners)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	42.7% (Very High)	44.1% (Red)	21.5% (Orange)	22.1% (Red)
California	33.6% (Very High)	26.3% (Yellow)	20.1% (Yellow)	18.1% (Yellow)
LAUSD	41.5% (Very High)	30.4% (Yellow)	23% (Yellow)	21% (Orange)

Table 22 demonstrates that JCA dropped their chronic absenteeism rate with English Learners by 20.6% over the past four years. While still high, the rate of Chronic Absenteeism for English Learners is similar to the District's (a difference of 1.1%) and 4% higher than the State's. English Learners have the exact same chronic absenteeism rate as our overall school rate, yet their Dashboard color is red while the school's is yellow because of a 0.6% growth. JCA will continue to work on improving the chronic absenteeism of this group.

Table 23. Chronic Absenteeism (Students with Disabilities)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	54.8% (Very High)	52.5% (Orange)	27.7% (Orange)	27.1% (Orange)
California	39.6% (Very High)	33.1% (Yellow)	26.3% (Yellow)	24.9% (Orange)
LAUSD	48% (Very High)	39.1% (Yellow)	30.9% (Yellow)	28.7% (Orange)

Table 23 demonstrates a decline each year since the 2023 Dashboard in regards to chronic

absenteeism for Students With Disabilities (SWD). JCA’s students with IEPs reduced their chronic absenteeism rate by 24.8% from the 2023 Dashboard to the 2024 Dashboard. SWD at JCA have a lower chronic absenteeism rate than the District and are within 2% of the State’s percentage. Although chronic absenteeism continues to improve with this group, there is still work to do in order to continue the gains seen on the 2024 Dashboard.

Table 24. Chronic Absenteeism (Hispanic)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	43.8% (Very High)	45.9% (Red)	25% (Yellow)	22% (Yellow)
California	35.8% (Very High)	28.4% (Yellow)	21.7% (Yellow)	20.1% (Orange)
LAUSD	41.7% (Very High)	31.8% (Yellow)	23.6% (Yellow)	22.1% (Orange)

Table 24 shows JCA’s chronic absenteeism rate with Hispanic students declined by 20.9% based on the last four years of Dashboard Data. This is a larger decline than that seen at the District or state. According to the 2025 Dashboard, JCA’s Chronic absenteeism rate is 1.9% above the State and 0.1% below the District. This group of students is JCA’s largest group and we are continuing to reduce chronic absenteeism overall.

Table 25. Chronic Absenteeism (Socioeconomically Disadvantaged)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	43.4% (Very High)	45.4% (Red)	25% (Yellow)	22.2% (Orange)
California	37.4% (Very High)	29.9% (Yellow)	23.4% (Yellow)	21.7% (Orange)
LAUSD	42.7% (Very High)	33.3% (Yellow)	25.1% (Yellow)	23.7% (Orange)

Table 25 also demonstrates a positive trend for socioeconomically disadvantaged students as their chronic absenteeism rate declined by 21.2% over the past four years of Dashboard Data. This student group’s rate is better than LAUSD’s and nearly on par with the state’s rate (a 0.5% difference).

Table 26. Chronic Absenteeism (LAUSD Resident Schools Comparison Data)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	44.3% (Very High)	46.5% (Red)	25.2% (Yellow)	22.1% (Yellow)
Lillian Street Elementary	42.9% (Very High)	39.1% (Yellow)	23.8% (Yellow)	11.6% (Yellow)
Florence Avenue Elementary	46.2% (Very High)	35.9% (Yellow)	28.1% (Yellow)	24.1% (Yellow)
Middleton Street Elementary	45.2% (Very High)	27% (Yellow)	21.8% (Yellow)	20.7% (Orange)
Miramonte Elementary	49.8% (Very High)	31.7% (Yellow)	22.1% (Yellow)	20.3% (Orange)
South Park Elementary	46.9% (Very High)	35.6% (Yellow)	21% (Yellow)	22.2% (Red)
Parmelee Avenue Elementary	47.5% (Very High)	32.1% (Yellow)	28.2% (Yellow)	27.8% (Orange)
Moore Math and Science Academy	41.9% (Very High)	32.6% (Yellow)	30.3% (Orange)	28.1% (Orange)
Graham Elementary	48.7% (Very High)	32.5% (Yellow)	24.9% (Yellow)	20.7% (Yellow)

Table 26 demonstrates JCA’s color for chronic absenteeism is aligned with many of the comparison schools. According to the 2025 Dashboard, JCA’s color designation of yellow is better than five of eight schools. However, JCA’s percentage is better than four schools on this list and therefore above the median. However, JCA is the only school on this list to improve from red to yellow in one year. With the dedication of staff, JCA will continue to reduce the number of chronically absent students.

Suspension Rate

JCA creates an inclusive culture of belonging for all students and uses restorative practices as an alternative to suspension. Teachers and administrators are committed to working with students throughout the school day instead of sending them home for behavioral challenges. JCA employs a general education counselor, school psychologist, and mental health counselor to support

students with IEPs. This mental health team, along with the assistant principal, use proactive measures in order to ensure teachers and students feel supported to successfully implement restorative justice practices. The impressive suspension rate demonstrates care and respect for the community JCA serves. In the past six years, JCA’s suspension rate has been better than both California and LAUSD’s suspension rates when all student data is considered.

Table 27. Suspension Rate (All Students)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	0% Very Low	0% (Blue)	0% (Blue)	0% (Blue)
California	3.1% Medium	3.5% (Orange)	3.2% (Green)	2.9% (Green)
LAUSD	0.3% Very Low	0.4% (Blue)	0.4% (Blue)	0.3% (Blue)

As evidenced by Table 27, Aspire Junior Collegiate Academy has maintained a 0% suspension rate in the last four years. Their suspension rate is better than both the State and the District’s.

Table 28. Suspension Rate (English Learners)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	0% (Very Low)	0% (Blue)	0% (Blue)	0% (Blue)
California	3.2% (Medium)	3.7% (Orange)	3.4% (Green)	3.2% (Yellow)
LAUSD	0.2% (Very Low)	0.3% (Blue)	0.3% (Blue)	0.3% (Blue)

Table 28 demonstrates JCA’s English Learners have not been suspended in the past four years and have a lower suspension rate than the State and the District.

Table 29. Suspension Rate (Hispanic)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	0% (Very Low)	0% (Blue)	0% (Blue)	0% (Blue)

California	3.3% (Medium)	3.8% (Orange)	3.4% (Green)	3% (Green)
LAUSD	0.2% (Very Low)	0.3% (Blue)	0.4% (Blue)	0.3% (Blue)

Table 29 shows JCA’s Hispanic Students also have similar outcomes to other student groups. This is JCA’s largest student group and they have not been suspended in the last four years and have a lower suspension rate than the State and the District.

Table 30. Suspension Rate (Socioeconomically Disadvantaged)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	0% (Very Low)	0% (Blue)	0% (Blue)	0% (Blue)
California	4% (Medium)	4.5% (Orange)	4% (Green)	3.6% (Green)
LAUSD	0.3% (Very Low)	0.4% (Blue)	0.4% (Blue)	.4% (Blue)

Table 30 presents data for JCA’s Socioeconomically Disadvantaged students. This is also one of JCA’s larger subgroups and they have not been suspended over the past four years. JCA has had a lower suspension rate than LAUSD and California for the past four years of data with the Socioeconomically Disadvantaged student group.

Table 31. Suspension Rate (Students with Disabilities)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	0% (Very Low)	0% (Blue)	0% (Blue)	0% (Blue)
California	5.4% (High)	5.9% (Orange)	5.4% (Yellow)	5% (Yellow)
LAUSD	0.6% (Very Low)	0.6% (Blue)	0.7% (Blue)	0.6% (Blue)

Table 31 indicates the suspension rates for students with disabilities. In the last four years, JCA has maintained an impressive 0% suspension rate for this group, outperforming both the State and the District.

Table 32. Suspension Rate (LAUSD Resident School Comparison Data)

	2022 Dashboard	2023 Dashboard	2024 Dashboard	2025 Dashboard
Aspire JCA	0% (Very Low)	0% (Blue)	0% (Blue)	0% (Blue)
Lillian Street Elementary	0% Very Low	0.3% (Green)	0.9% (Yellow)	0% (Blue)
Florence Avenue Elementary	0% Very Low	0% (Blue)	0% (Blue)	0.2% (Blue)
Middleton Street Elementary	0% Very Low	0% (Blue)	0.3% (Green)	0% (Blue)
Miramonte Elementary	0% Very Low	0% (Blue)	0% (Blue)	0% (Blue)
South Park Elementary	0% Very Low	0% (Blue)	0% (Blue)	0% (Blue)
Parmelee Avenue Elementary	0.1% (Very Low)	0% (Blue)	0% (Blue)	0% (Blue)
Moore Math and Science Academy	0% Very Low	0% (Blue)	0% (Blue)	0% (Blue)
Graham Elementary	0.2% (Very Low)	0.5% (Green)	0% (Blue)	0% (Blue)

Table 32 illustrates the suspension rates of LAUSD resident schools. Aspire JCA’s suspension rate for all students is better than or equal to all of the schools on this list. They have maintained a 0% suspension rate for the past three years. All of the comparison schools have a rate of less than 1%, also demonstrating a common goal for ways our community is supporting students to be in school each day.

Success of the Innovative Features of the Educational Program

Aspire Junior Collegiate Academy has had many successes in the past few years. What follows is an additional description of the factors that have contributed to successful data as described above and elements of our program that we are proud of. In terms of

academics, JCA's significant subgroups are Hispanic Students, Socioeconomically Disadvantaged Students, and English Learners. We feel that our approach to Math has supported our students. We also will recognize the success of our improved Chronic Absenteeism rate by discussing the success of increased safety and belonging for students.

Success of Student Groups in Math

In Math, JCA's significant student groups outperformed the State. and LAUSD. English Learners according to the 2024 Dashboard. Our English Learners, Hispanic, and Socioeconomically Disadvantaged students also outscored the state and District as evidenced by the past four years of Dashboard data. We believe that there are several factors that have contributed to this success.

The Aspire Los Angeles region adopted a new mathematics curriculum, i-Ready Classroom Mathematics⁹ and we believe that this was a large factor in the success. Aspire Los Angeles adopted the curriculum for all elementary and middle students during the 2023-24 school year. During the 2024-2025 school year, teachers and administrators were able to continue improving upon a new student-centered approach to teaching mathematics through professional development and instructional walkthroughs centered on improving instruction for all students as well as focus students. Part of our growth in mathematics was a part of systematic Aspire LA Regional Office support in the launching of a new Mathematics curriculum.

Since the 2022-2023 school year, the academic program managers for math have provided ongoing support to JCA. In 2023-2024, educators participated in a 5- Day Professional Learning Series throughout the year focused on the Try it-Discuss it-Connect it framework. These professional learning sessions aligned to a student-centered, problem-based learning pedagogical approach. Additionally, during the 2023-2024 school year, the math academic program managers facilitated unit internalizations, integrating professional learning of content and pedagogy, all teachers participated prior to the launch of each unit. This experience included unpacking standards, connecting concrete-pictorial-abstract representations, and identifying resources and scaffolds to support all learners. Furthermore, in 2022-2023, the region engaged in cross-site instructional rounds focused on curriculum implementation and pedagogy. Finally in 2022-2023, the math academic program manager led weekly grade-level planning sessions focused on lesson internalization and teachbacks.

In 2024-2025, professional learning was launched with a 2-Day Professional Development experience for educators new to Aspire focused on the Try it-Discuss it-Connect it framework. In 2024-2025, all new to Aspire JCA educators and educators teaching new grade levels attended a full day professional learning on curriculum implementation to start the year and throughout the year attended facilitated unit internalizations integrating professional learning of content and pedagogy.

⁹ Curriculum Associates. (n.d.). i-Ready Classroom Mathematics research base. Curriculum Associates. <https://www.curriculumassociates.com/research-and-efficacy/i-ready-classroom-mathematics-research-base>

In 2024-2025, the math academic program manager hosted two rounds of cross-site professional learning focused on iReady implementation and improving pedagogy through teachbacks. Teachbacks are a collaborative process that helps teachers and leaders unpack and improvise a lesson plan and instruction by having teachers model part of a lesson, receive feedback, and set goals for instructional next steps. Finally, in 2024-2025, the regional math team hosted two rounds of cross-site learning tours where teachers observed other educators to identify instructional next steps.

In addition to educator professional learning, there was also support for our Aspire JCA administrative team. The Aspire LA Regional Office hosted beginning of year and middle of year Data Stepbacks. Data Stepbacks are one of the signature practices of Aspire LA and these meetings with our leadership team centered on analyzing diagnostic data and aligning on next steps for student growth. The regional math academic program manager also met biweekly with a JCA administrator. Those check-ins included data analysis, math walkthroughs, and coaching supports.

We believe that these shifts in math and the support from the Aspire LA Regional Office supported our student groups in math, especially our English Learners whose data improved greatly from an improved curriculum and specific attention to their needs.

English Learner Success

Although there is room for improvement, our English Learners are outperforming both the State and the District in Math and English Language Arts. There has been an intentional focus on English Learners within our academic program. Our success is a result of following Aspire’s ELD Master Plan which is provided within this Charter Petition and described in detail in the section describing our English Language Development Program.

The performance of English Learners is a large priority for JCA’s administrative team. After reviewing both SBAC and internal i-Ready data, JCA moved quickly to develop improvement plans for their ELs. Aspire Junior Collegiate Academy partnered with Ensemble Learning¹⁰ for support in developing and delivering instruction to multilingual students classified as ELs. Ensemble Learning is an organization that partners with schools to support instruction that makes schools equitable for all learners. They especially focus on English Learners.

The Ensemble Learning partnership with JCA focuses primarily on ELA and improving instruction to enhance reading, writing, and speaking skills. Teachers and instructional aides participated in 2 professional development days. The topics included “Revisiting SSTRs” and “Deepen Student Discourse”. The Charter School’s goal was: Through robust structured student talk routines, there will be an increase in student talk and a shift of the cognitive load to students in ELA and writing. The expected result would be an increase in achievement for English Learners in both Math and ELA and the SBAC and i-Ready.

Additionally, after the professional development occurred, teachers were observed by an Ensemble Coach and JCA administrator. The Charter School participated in two rounds of

¹⁰ <https://ensemblelearning.org/about-us/>

instructional walkthroughs where all general education teachers, Education Specialists, and instructional aides were observed. The observations during the first walkthrough focused on understanding the current state of Integrated ELD, gathering data about language and student supports, learning, as well as identifying takeaways and next steps for all individuals (teachers, administrators, Ensemble). During the second walkthrough JCA focused on progress monitoring: gathering data about language and student support and learning, identifying takeaways and next steps for professional learning, coaching, and leadership. This was a great way to hold the team accountable for implementing the strategies that were learned during the professional development sessions and adjust the administrative team's approach to planning and coaching during the school year.

Furthermore, classroom teachers and education specialists participated in 1:1 coaching sessions with an Ensemble Coach. Teachers received support in lesson planning to ensure that instruction included “Powerful Prompt QSSA (Question, Stem, Signal, Share, Assess) and crafting intentional feedback”. Finally, the Dean of Instruction received leadership coaching to support instructional practices for ELs. As a result of this coaching, the dean was able to process and think through coaching strategies before entering a planning space. The dean was able to enter a space prepared to support and ready to provide offerings to improve the experience of ELs in the classroom.

JCA also hired a full-time instructional aide who supports ELs. This position was funded through the Community Schools Partnership Grant. This instructional assistant provided support and interventions to all English Learners. The MLL team is composed of the Dean of Instruction and an instructional aide who meet weekly to discuss interventions in support of EL students. There are a total of nine students who are newcomers at JCA which is approximately 11% of the English Learner population. While small, this group required significant support in order to learn academic English. Therefore, specifically for newcomers, the MLL team reviews the SLIFE curriculum (California Newcomer Network¹¹) aligned to the California ELA/ELD Framework. The impact of these observations have been positive. In addition to the improved data, we observed students growing in confidence and their engagement in classroom instruction increased.

The data for English Learners is improving as shown by the data in table 33. In both math and ELA, English Learners at JCA are improving as compared to previous years. Although there is much work to do, JCA is demonstrating that the patterns for English Learners are trending in a positive direction. At JCA, we will continue to work to support our English Learners, especially in regards to their ELPI scores, which will be described in the next section. However, we are pleased that we continue to improve and outscore the State and District in ELA and Math.

Table 33. English Learner Data i-Ready in Reading

	2022-2023	2023-2024	2024-2025
	Median Percent Progress Towards	Median Percent Progress Towards	Median Percent Progress Towards

¹¹ <https://www.calnew.net/resources/slifecurriculum>

	Annual Typical Growth	Annual Typical Growth	Annual Typical Growth
<i>English Learners</i>	74%	94%	128%

Table 34. English Learner Data i-Ready in Math

	2022-2023	2023-2024	2024-2025
	Median Percent Progress Towards Annual Typical Growth	Median Percent Progress Towards Annual Typical Growth	Median Percent Progress Towards Annual Typical Growth
<i>English Learners</i>	69%	86%	100%

Improved Chronic Absenteeism Rates

Although we are not yet where we want to be in reaching pre-pandemic attendance rates, Aspire Junior Collegiate Academy is very proud of the work that we have done to lower our Chronic Absenteeism. In order to improve attendance, our JCA Attendance Team meets bi-weekly. This team consists of the Assistant Principal, Business Manager, Office Assistant, School Counselor, Education Specialist and the LARO Newcomer and Attendance Support Specialist. During the bi-weekly meetings, the team analyzes attendance data, reviews the year-to-date attendance rate, and the chronically absent rate which includes student groups pulled from PowerSchool’s (the Organization’s software for Student Information System and Parent and Student Portals) analytics and Insights Attendance Overview dashboard. The team notes trends within grade levels, student groups, classrooms, as well as student-specific information for those who are at risk or who are chronically absent. The team formulates correspondence with families of those students who are at-risk or who are chronically absent and sets up attendance support meetings with them, the School Counselor, the Assistant Principal, Teacher, and Education Specialist- if the students have an IEP. During these meetings the team problem solves around the attendance issues and brainstorms ways to improve attendance along with providing any resources the families may need.

The Attendance Team also works closely with the teachers, providing weekly reports for students who are receiving three (3) or more attendance codes and documents the communication with families. Teachers are asked to be the first line of communication, then the school office staff (i.e. office assistant, business manager, lead campus monitor) follow up. If necessary the Dean of Students will reach out to schedule any attendance support meetings as needed. The Attendance Team also makes sure to provide data and preview upcoming events during family workshops, parent meetings and committee meetings such as ELAC and PAC.

JCA hosts attendance celebrations recognizing students for individual Perfect Attendance. Classroom attendance incentives are also planned and celebrated, including weekly shout outs and trophy celebrations. We also review year-to-year historical trends to prepare for any potential drops in attendance. Spirit weeks, where students get to dress up in themed

attire are strategically planned before and after scheduled breaks to increase attendance during historical drops. Attendance incentives include a monthly class winner, a weekly class winner, two student attendance helpers who are chosen weekly, and quarterly awards for Awesome and Improved Attendance. These are shared during school-wide morning assemblies, shared with parents via our PowerSchool outreach platform, included in the school-wide newsletter, and displayed on the school-wide attendance board.

Additionally, the Aspire LA Regional Office has been actively involved in supporting attendance by analyzing data trends and implementing targeted interventions. The regional team has hosted Chronic Absenteeism Data Talks with the JCA Attendance Team to examine attendance patterns, identify key subgroups, and develop strategies to better support students and families. Additionally, the regional team has co-facilitated attendance meetings with JCA, working collaboratively to problem-solve challenges and serve as a thought partner in developing school-wide attendance celebrations. Through focus groups and direct family engagement, we have gained deeper insight into attendance barriers and the Aspire LA Regional Office has provided resources to enhance student engagement. Overall, we are continuing to work on our chronic absenteeism in partnership with the JCA community, which was disproportionately affected by the pandemic.

Safety and Belonging for Students

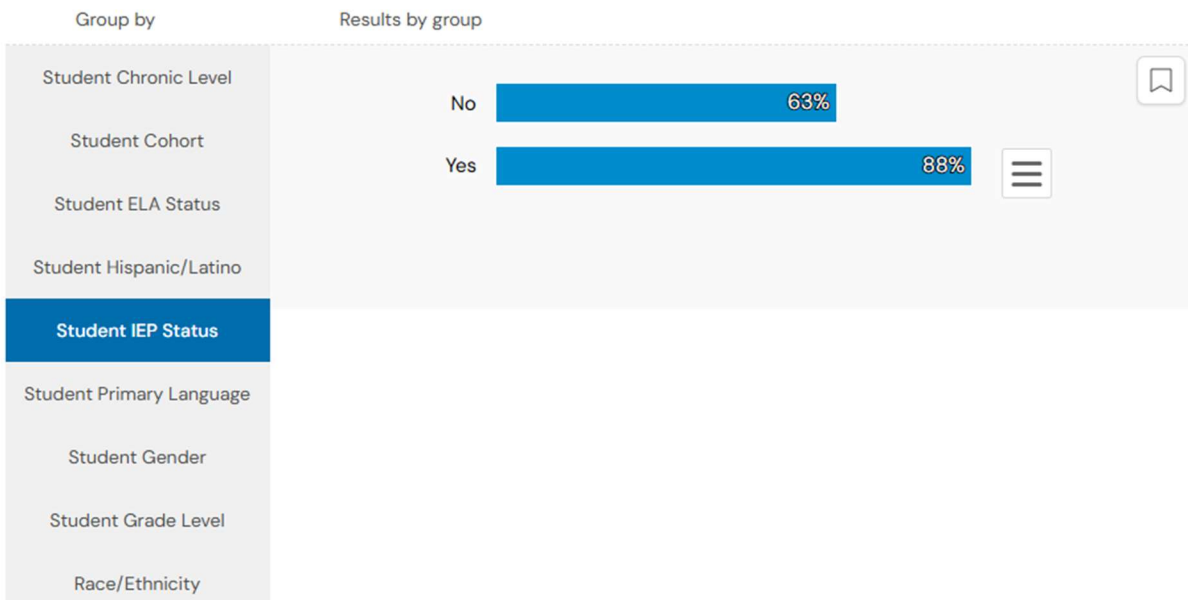
At JCA, we give student and family surveys through Panorama¹², a comprehensive research-backed survey platform, twice per year. Therefore, we know that over 80% of our students value their relationships with their teachers and that over 90% of families share that their students feel a sense of belonging at JCA. We administer surveys through Panorama and analyze those results. We create specific goals around what our students and families are asking of us. Additionally, we believe that two elements of success are our commitment to inclusion and our work around social emotional learning. We are extremely proud of our 0% suspension rate and believe that our drop in Chronic Absenteeism can also be attributed to the actions that will be described below.

Inclusion and Co-Teaching

According to our Panorama survey data, 66% of our students responded favorably to questions about sense of belonging. This is in the 80th percentile for all elementary schools and in the 90th percentile for all schools. At JCA, 88% of students with IEPs responded favorably to questions regarding Sense of Belonging. The image below shows these results. What follows is an explanation of why our students with disabilities may feel such a strong sense of belonging.

¹² <https://www.panoramaed.com/products/surveys/family-school-relationships-survey>

How did different groups respond?



Although we consistently strive to improve our academic data for our students with disabilities, we believe that our commitment to full inclusion is an area of strength for us. JCA is committed to an inclusive classroom model that ensures all students have access to high-quality, grade-level instruction alongside their peers. To strengthen this commitment, we have expanded our co-teaching program so that at least one classroom in every grade level (TK–5) now implements a co-teaching approach. Each co-teaching team includes a General Education teacher and an Education Specialist who share responsibility for co-planning, instruction, progress monitoring, and designing accessible learning experiences for all students. Special Education Instructional Assistants, under the supervision of the Education Specialist, further support student learning through targeted small-group instruction and the implementation of accommodations.

Professional learning is a critical component of our inclusion model. Whole-school professional development topics include Co-Planning and Co-Teaching, Universal Design for Learning (UDL) with an emphasis on differentiated instruction, and effective implementation of accommodations and modifications. Education Specialists also meet bi-weekly with their Program Specialists to ensure that students receive timely, compliant, and high-quality services in the least restrictive environment. Additionally, Education Specialists participate in weekly grade-level team meetings to support ongoing alignment, collaboration, and instructional problem-solving.

To maintain consistency and service integrity, bi-weekly SPED meetings—facilitated by the Lead Education Specialist and attended by the Program Specialist—are used to review flagged services, troubleshoot challenges, and ensure that supports are being delivered as scheduled. During these meetings, the team also reviews student progress data, evaluates the effectiveness of accommodations and modifications, and makes adjustments to supports as needed. These collaborative structures are further strengthened through regular case consultations and IEP file reviews, ensuring that each student’s individualized needs are met and that strategies are implemented consistently across classrooms.

School and classroom teams at JCA are deeply invested in a shared vision of inclusion, demonstrating strong collective efficacy and a commitment to ensuring that every student can thrive in the general education setting with the appropriate support and high expectations.

Social Emotional Learning

To address students' social emotional needs there are also Socioemotional Learning (SEL) weekly lessons, health education, parent education, and mental health counseling (and referrals to other agencies when appropriate) to provide comprehensive services for students and families. Students have a daily SEL experience, using the curriculum SEE Learning for SEL lessons. Explicit SEL lessons are taught daily and classroom teachers hold community and restorative circles when needed. Classrooms also have an established "safe space/wellness space" for students to process their feelings and allow themselves time to de-escalate. Jet-Passes, our school-wide weekly incentives are passes that students can earn when they demonstrate school-wide expectations. Weekly student raffles are held during Friday assemblies and students are able to select a prize from the principal's treasure chest. Additionally, we celebrate our students who uphold school-wide core values. Students are nominated by their teachers on a quarterly basis where students are celebrated in front of their peers and parents during a special awards assembly.

Students that need more support are identified through a robust MTSS process (Multi-Tiered System of Supports) that includes PBIS (Positive Behavioral Interventions and Supports). The PBIS team consists of the Assistant Principal, General Education Counselor, the Campus Safety Manager, and Parent Coordinator and they are responsible for ensuring that PBIS is consistent throughout the school. Teachers review behavioral data with the school counselor and if there are any students that need support, the general education counselor will support with data tracking and appropriate incentives and consequences. If a child needs more support, the counselor and administrative team will meet with teachers and parents and agree to next steps that would be implemented in the classroom.

We also incorporate a behavior referral analysis process and if a student needs Tier 2 support, they are referred to our Check In, Check Out system. During these check ins and check outs, they have daily check ins with an adult mentor to build connection and skills such as identifying emotions and goal setting. These students also engage in a check out with a mentor to build additional connections and reflect on the day and their goals. Our goals are for students to describe their emotions so that they can learn to self-regulate. Therefore, students are supported through our process of SEL and school-wide recognition.

Family and Community Engagement

Additionally, we believe that one of our areas of strengths is our family and community engagement. We strive to consistently deliver information that families need and to create a joyful learning community. What follows are some of the activities that have led to strong parent satisfaction (approximately 96% of families feel that there are no significant barriers to engagement and 88% agreeing that the school provides a safe environment for

their child).

Community Building

At JCA, we hold monthly school-wide celebrations to promote inclusivity and ensure students, staff, and families feel a sense of belonging. During weekly school-wide morning meetings, announcements and reminders are shared. We also have special presentations during this time based on monthly academic or attendance celebrations. We also incorporate Monthly Celebrations that incorporate diverse perspectives. Each celebration includes a scope of work, resources for students and families, read-aloud books along with planning a spirit week. Some examples of these celebrations include Hispanic Heritage Month, Black History Month, Women's History Month, AAPI month, and LGBTQ+ Pride Month.

Educational Partners Meetings and Committees

JCA prides itself on the multiple opportunities families have to be involved in our school. We host meetings at regular intervals with our Parent Advisory Committee (PAC) and our English Language Advisory Council (ELAC). We also host Parent Meetings, including monthly Coffee with the Principal, two evening family workshops, morning daily greetings during student arrival, three conference weeks per year and back to school and open house nights. We also share upcoming events and create many reminders so that families can join. Overall, we feel that both the academic and social aspects of our school have been great areas of success that have led to improvement in student outcomes.

Areas of Challenge and Improvement Plan

Although there are celebrations in Aspire Junior Collegiate Academy's data, there is also a concerted effort to improve the learning for all students. For example, in English Language Arts, our DFS is -37.1 and the State's is -8.1. Since our Hispanic and Socioeconomically Disadvantaged Students are not a subgroup, but the majority of the population we serve, these groups are also below the State. Additionally, our scores are at the median resident school DFS. However, our English Learners in ELA are scoring better than both the State and the District. While this is encouraging, we know that we need to continue to improve to support more growth in English Language Arts overall. We are moving in the right direction and believe that our plan will support us to continue to see positive gains in English Language Arts.

Another area of challenge is our ELPI. Although we saw great gains this year, we want to continue moving forward and supporting our English Learners to move at least one level per year. Moreover, our students with disabilities are not a subgroup receiving a performance color on the Dashboard, yet we must address their ongoing improvement. Students with disabilities improved in Math, increasing their DFS by 17.8 points, and are above the state according to their DFS on the 2025 Dashboard. However, in ELA, our students with disabilities were not as successful in terms of their DFS. Below, you will find our plan to respond to the data and improve outcomes for our students.

Data Response and Plan for Improvement

Although there are celebrations in JCA’s data, there is also a concerted effort to improve the learning for all students. In response to both Math and ELA SBAC data, JCA implemented practices that have already begun to show improved results for students. After reviewing the Dashboard, JCA, along with support from the Aspire Los Angeles Regional Office, developed a plan of action to address growth in ELA and continued growth for Math. We will also discuss plans put in place for consistent ELPI growth. Throughout the plan, we will also discuss continued support for our students with disabilities.

What follows is an explanation of our plans for improvement, which includes:

- Team Teaching
- ELPI Data
- Students with Disabilities
- Focus Students
- Data Analysis
- Regional Office Support
- Coaching
- Verified Data

Team Teaching

In the 2024-2025 school year, Aspire Junior Collegiate Academy implemented “Team Teaching” in third through fifth grade. Per the Commission on Teacher Credentialing:¹³

- Team teaching occurs when two teachers of the same grade level divide their self-contained classroom instruction based on each teacher's strengths in a specific subject area(s). For example, one teacher might provide instruction in English language arts and social sciences to both classes (at different times), while the other teacher teaches math and science to both (at different times).
- This approach allows both teachers to use their strengths to provide instruction in their area of expertise to a larger number of students. In this manner, the teacher's subject area knowledge becomes the important factor. For both regrouping and team teaching assignments, teachers ultimately serve in a self-contained classroom while sharing instructional responsibilities with another teacher. These assignments are designed to meet specified educational goals and do not result in a single teacher teaching only one subject for a full day.

This approach was based on data and the needs of students. This way of scheduling the elementary school day allowed for teachers with content expertise to teach specific subject areas to both classes while maintaining credential requirements and developmentally appropriate practices for all children. This approach was supported by the regional office and intentional professional development occurred to ensure students

¹³ California Commission on Teacher Credentialing. (n.d.). *Regrouping and team teaching*. <https://www.ctc.ca.gov/credentials/assignment-resources/regrouping-and-team-teaching>

felt a sense of belonging with both teachers and educators proactively approached any issues that would arrive by having students switch classrooms. Content-specific professional development also occurred and by the end of the school year, educators and administrators appreciated the ability to focus on more rigorous and effective teaching within this model. Additionally, this shift supported English Learners in Math and ELA and students with disabilities in math. Moving forward, we will focus on improvement in ELA for our students with disabilities within this model.

ELPI Data

This year, our ELPI data improved by 10.1% and that improvement brought us to Green. Just under 50% of our English Learners are improving by at least one level or maintaining the highest levels according to the ELPAC. However, we know that our ELPI data has not been as consistent as our other English Learner Math and ELA data.

We attribute our most recent growth to our belief that English Learner development is a priority and that priority is reflected in our master schedule. We will continue to grow in ELPI because at JCA we are committed to providing 40 minutes of instruction towards designated English Language Development, 4 times per week. We believe that ELD is a protected and sacred time where students identified as English Learners are provided space to develop their language skills. Teachers are trained and developed each year in order to properly teach the curriculum, EL Achieve. Teachers plan for ELD and submit weekly evidence of this planning. We plan to implement a more robust plan to monitor progress for our English Learners in Designated ELD in order to ensure that they are progressing across proficiency levels. This will include data analysis of their end of unit curricular assessments and interventions and re-teaching based on their misconceptions.

Furthermore, during the 2023-2024 school year, Aspire JCA hired a Dean of Instruction who oversees the English Language Development Program at JCA. Her duties include monitoring student progress, collaborating with the Aspire Academic Program Manager for English Language Learners, providing EL Parent Workshops, organizing the ELPAC exam and managing our newly hired EL Instructional aide. This EL Instructional Aide rotates while Designated ELD is being taught in order to work with ELs and support them in refining their Reading and Writing skills. This person will also collaborate with educators to ensure that targeted supports are being given during ELD based on collected data in order to improve outcomes for our ELs on the ELPAC.

Additionally, the principal has participated in a certified apprenticeship program that the curricular resource, EL Achieve has offered. She has attended numerous offerings of professional development by EL Achieve in order to continue her apprenticeship and ability to deliver appropriate coaching and feedback for Designated and Integrated ELD. We have seen that these plans have already led to growth and our goal is to continue to improve our ELPI data for our English Learners.

Students with Disabilities

As discussed in the previous section, we are committed to creating an inclusive learning environment for all students, including students with IEPs. At JCA, our percentage of

students with disabilities exceeds the State and District. We are committed to continuing to learn about our students and their needs.

According to the 2025 Dashboard, our students with disabilities do not receive a performance color, however we know that this group of students is an important part of our school community and we disaggregate data in order to better support them throughout the year. In Math, our students with disabilities increased their DFS by 17.8 points and outperformed the State. In English Language Arts, our students with IEPs experienced a decline and are performing below the State. We also give our students in Kindergarten through second grade the mClass DIBELS assessment and can see that there are discrepancies in their data as compared to students that do not have IEPs in the earliest years.

We plan to address this gap in the following ways: a) New curriculum adoption and training b) Improved training and support for education specialists c) Early screening and intervention in 1st and 2nd grade d) Data Analysis e) Coaching and Feedback for co-teaching partnerships.

a) New Curriculum Adoption and Training

The Aspire Los Angeles Region is hosting a curriculum adoption process that includes piloting curriculum in both phonics and knowledge building components. This was followed by training based in the science of reading for piloting teachers at JCA. In the 2026-2027 school year, JCA will have a new curriculum for ELA. We have seen great improvements in math for all students, including our students with disabilities, when we commit to a new curriculum and support with implementation. In this upcoming curriculum implementation, our General Education teachers will have an opportunity to attend unit internalizations alongside their peers, the Education Specialists who provide special education services. This will support them to align instruction and support to meet individual student needs.

b) Improved Training and Support of Education Specialists

In addition to new curricular training, our regional special education department is hosting specialized professional development for our educators that support students with IEPs. This monthly support by an experienced Regional Special Education Team will allow for our Education Specialists to receive new information and collaborate with other Education Specialists within the region, ultimately strengthening their practice as literacy educators.

Along with a new curriculum will come greater support for co-teaching and improving outcomes for students with IEPs within this model. Education Specialists will have new resources to support their students. Although sometimes a new curriculum may present challenges, we have found that our internalization process supports educators to grasp the material more quickly and collaborate with colleagues around specific curricular materials that improve student learning.

Additionally, JCA is making a commitment to improving the co-planing process in order for both general education and special education teachers to understand both grade level

expectations and accommodations. We intentionally make time during the school day for teachers to collaborate and make time after school at regular intervals for teachers to co-plan, which is an essential element of co-teaching.

c) Early screening and intervention in 1st and 2nd grade

We know that the gap for our students with IEPs in ELA begins in the earliest grades. Therefore, we have planned for the mandatory Reading Reading Risk Screener¹⁴ as required by California Law. We have data through our mClass assessments that are given at regular intervals throughout the year and as discussed in our assessment framework. This assessment helps to screen for reading difficulties and ensures that we are able to provide targeted support and progress monitoring to improve literacy outcomes and close achievement gaps. We have chosen a specific intervention curriculum and have trained our early educators to intervene when our assessment data informs us of a reading risk. The Sonday system of Let's Play Learn¹⁵ offers structured, systematic, and multisensory practice to prevent reading difficulties. This critical intervention is for our students most in need so that they do not continue to have reading difficulties as they move throughout the grade levels.

d) Data Analysis

Although data analysis is a core part of our work at JCA, we are making concerted efforts to disaggregate both large-cycle data such as SBAC, i-Ready, and ELPAC along with short cycle data like daily exit tickets. The short cycle data analysis allows us to make much quicker shifts to instruction if needed. This is a practice that is supported by our assistant principal and our dean of instruction. Our Education Specialists also attend scoring meetings when we score writing assessments in order to compare grade level writing across different grade levels and abilities. This process will support student growth so that all educators know and understand what grade level expectations are and what are common misconceptions for their specific students.

e) Coaching and Feedback for co-teaching partnerships.

Finally, in order to improve outcomes for our students with disabilities, the administrative team is providing observation, feedback, and coaching cycles to all Education Specialists. These coaching cycles provide both support and accountability. JCA believes in coaching for our educators so that they know what types of student support to continue and we understand what type of development is needed. This cycle occurs monthly and includes both coaching conversations and data analysis. In most coaching conversations, the data described in the previous section allows us to target specific students, classrooms, or content areas that require improvement.

Focus Students

¹⁴ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1369

¹⁵ <https://store.imaginelearning.com/collections/sonday-system-lpl-1>

Additionally, JCA identified “Focus Students” for both Math and ELA. Focus students were selected based on their distance from standard (DFS) score on the SBAC. Internal measures, such as DIBELS and i-Ready data, were also taken into account if students did not have a previous SBAC score. Students scoring lower than -70.1 DFS in English Language Arts and -95.1 DFS in Math (“very low” on the CA Five-by-Five)¹⁶ on their most recent SBAC, were identified as Focus Students. Additionally, students without SBAC data scoring 2+ grade levels below on iReady in the third grade were also considered as focus students. Students in Kindergarten through second grade are identified as described above with the Reading Risk Screener.

The focus on the California Five-by-Five stemmed from the outcomes on the California Dashboard. This innovative approach to using early CAASPP data stemmed from the need for educators and administrators to understand how to shift outcomes for students that were furthest from success. Along with JCA’s administrators, the Aspire LA Regional office used this strategy to support ongoing MTSS efforts. The students that needed the most support were the students that became focus students.

The Aspire LA Regional Office supported in creating a data tracker that listed all focus students in each grade. Administrators and educators were required to learn the definition of distance from standard and they began to understand how students were placed on the focus student list. The data tracker also included progress monitoring data that was to be collected throughout the year. The explicit goal was improvement for focus students. Examples of progress monitoring in English Language Arts included monthly grade level fluency assessments. Although students had not reached grade level proficiency yet, this ensured that teachers were spending time with their most academically vulnerable students at least one time per month, listening to them read and setting appropriate goals for them. In math, the data tracker included unit level assessments broken down by standard. The tracker supported teachers to intervene on the most critical skills needed for a particular grade level. The only exceptions were students on alternative curriculum since their curriculum is aligned to alternate standards. The result of identifying and supporting focus students was that teachers and leaders collected critical data points daily, monthly, and quarterly to monitor the progress of students furthest from success. The data supported the refinement of Tier 1 and Tier 2 instruction and Tier 3 interventions. It also gave teachers and administrators a tangible way of improving dashboard data and outcomes for students.

Data Analysis

JCA is committed to engaging in practices that continue to support student growth. JCA regularly analyzes data to inform lesson planning and targeted student support. Data analysis in math has improved as the Aspire Los Angeles region adopted a new mathematics curriculum, *i-Ready Classroom Mathematics*¹⁷.

¹⁶ <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp>

¹⁷ Curriculum Associates. (n.d.). *i-Ready Classroom Mathematics research base*. Curriculum Associates. <https://www.curriculumassociates.com/research-and-efficacy/i-ready-classroom-mathematics-research-base>

Within i-Ready, data analysis begins with the i-Ready Diagnostic given at the beginning of the year. This assessment is analyzed by teachers, administrators, and the regional office. JCA's administrators were then able to support their educators in better understanding the prior year data, identify who the focus students were and what the expectations were for monitoring their specific, more frequent data. The curricular materials also include a mid-unit or end of unit comprehension check that acts as a summative assessment for that specific section of content. Educators analyze these assessments, use the data to check on student progress and adjust instruction as needed. They also specifically identify the needs of focus students and support them during small group instruction if needed. The curriculum also includes daily exit tickets reviewed after each session so teachers can make instructional decisions quickly. As part of a school-wide strategy in math, exit tickets are analyzed and used at the end of a 4-day lesson cycle to inform a "refine session," where teachers can support unfinished learning. Additionally, teachers create space for personalized instruction time where they can assign specific lessons to students who continue to need additional support with mathematical concepts.

The curricular materials also include a mid-unit or end of unit comprehension check that acts as a summative assessment. Educators analyze these assessments and use the data to check on student progress and adjust instruction as needed. They also specifically identify the needs of focus students and support them during small group instruction if needed. The curriculum also includes daily exit tickets that are reviewed after each session so that teachers can make instructional decisions quickly. As part of a school-wide strategy in math, daily exit tickets are analyzed and used at the end of a 4-day lesson cycle to inform a "refine session," where teachers can support unfinished learning. Additionally, teachers allow for personalized instruction time during the classroom where they can assign specific lessons to students who continue to need additional support with mathematical concepts.

Within English Language Arts, educators also receive the same information during data step backs, a discussion of school-wide data provided by the Aspire LA Regional Office. In English Language Arts, the school uses data analysis protocols to analyze subgroup data and plan for differentiated supports in ELA. Those differentiated supports include in-class instruction, pull-out intervention, and/or after school tutoring. For writing data, the administration reserves a professional development day for all educators to analyze writing across the school. They do this three times per year in order to ensure that all text types are taught and scored and trends are analyzed.

Regional Office Support

During the 2024-2025 school year, teachers and administrators continued improving upon their student-centered approach to teaching mathematics through professional development and instructional walkthroughs centered on improving instruction for all students as well as focus students. JCA's growth in mathematics during the 23-24 school year was a part of strong central office support. During the 22-23 and the 23-24 school year, the academic program managers for math provided a variety of support. In 22-23, educators participated in a 5-Day Professional Learning Series throughout the year focused on the Try it-Discuss it-Connect it framework. These professional learning sessions aligned to a student-centered, problem-based learning pedagogical approach. In 23-24, this type of professional learning continued with a 2-Day Professional Learning experience for educators new to Aspire focused on the Try it-Discuss it-Connect it framework. Additionally, during the 22-23 school year, the math academic program

managers facilitated unit internalizations, integrating professional learning of content and pedagogy. This experience included unpacking standards, connecting concrete-pictorial-abstract representations, and identifying resources and scaffolds to support all learners. In 23-24, all new to JCA educators and educators teaching new grade levels attended facilitated unit internalization integrating professional learning of content and pedagogy. This professional learning experience included unpacking standards and connecting concrete-pictorial-abstract representations.

Furthermore, in 22-23, the region engaged in cross-site instructional rounds focused on curriculum implementation and pedagogy. In 23-24, the math academic program manager hosted two rounds of cross-site professional learning focused on i-Ready implementation and improving pedagogy through teachbacks. Teachbacks are a collaborative process that helps teachers and leaders unpack and improvise a lesson plan and instruction by having teachers model part of a lesson, receive feedback, and set goals for instructional next steps. In 22-23, the math academic program manager led weekly grade-level planning sessions focused on lesson internalization and teachbacks. Finally, in 23-24, the regional math team hosted two rounds of cross-site learning tours where teachers observed other educators to identify instructional next steps.

In addition to educator professional learning, there was also support for the JCA leadership team. The Aspire Los Angeles regional office hosted beginning of year and middle of year Data Stepbacks. Data Stepbacks are one of the signature practices of Aspire LA and these meetings with leadership centered on analyzing diagnostic data and aligning on next steps for student growth. The regional math academic program manager also met every other week with a JCA administrator. Those check-ins included data analysis, math walkthroughs, and coaching supports.

Additionally, in 23-24 the JCA team participated in an MTSS community of practice that involved both attendance and math data. Administrators and teacher leaders gathered at regular intervals to discuss research-based protocols to improve teaching and learning structures within the Charter School. They worked to increase student time and passage rates on i-Ready personalized instruction (PI) and decrease chronic absenteeism. They also implemented protocols to enhance data analysis. The Math academic program manager supported this structure by meeting regularly with the MTSS Tier 1 School Team. As per MTSS, a Tier 1 School Team monitors data and engages stakeholders in action plans as a reactive system to support proactive systems for social competence and academic achievement, supporting decision-making, supporting staff and student behavior. This model was applied to tiered levels of support for students and educators not meeting progress or goals.

Therefore, the Team focused on improving data, systems, and practices for both math iReady PI usage and passage rates as well as attendance rates. Through the strong and frequent collaboration with the academic program manager, Director of Positive Behavior Student Support Systems, and Tier 1 School Team chronic absenteeism decreased while passage and usage rates of math PI improved significantly.

During the 24-25 school year, the regional office has supported English Language Arts in various ways. For 2nd through 5th grade teachers, writing unit internalizations centered on supporting teachers with the implementation of a new process writing curriculum, Writing A-Z. In unit internalizations, teachers unpacked the writing standards, analyzed their students' writing data using rubrics, dissected grade-level exemplar student writing pieces, and identified scaffolds

to support students. In addition, 3rd through 5th grade teachers had access to lessons designed by academic program managers to support SBAC ELA Performance Task preparation for students, connected to the Writing A-Z curriculum. The regional academic program manager for ELA met with JCA administrators for regular walk-throughs and check-ins to support coaching and data analysis. Additionally, several of teachers and the principal participated in CORE¹⁸ training, which provided professional development in the science of reading. SBAC support was also provided from the regional team during the testing periods. The teachers implemented research-based literacy practices that enhanced the school's curriculum.

JCA's Math 2024 SBAC DFS improved significantly after only one year of use with the new curriculum and an updated emphasis on continuing to monitor data. These specific methods that have been applied to math will be applied to English Language Arts in the coming school years. There is no doubt that with support for educators and administrators, JCA will continue to see improvements in its scores in math and ELA.

Coaching

Additionally, JCA has received specific and targeted one-on-one teacher coaching from the academic program managers. This deliberate tactical daily support was based on a response to the middle of the year ELA focus student data at specific grade levels. Teachers with the focus students who had made the least progress from the beginning to the middle of the year were provided regular in-classroom support, such as real time coaching, differentiation strategies, co-planning, co-teaching, co-debriefing, and modeling of lessons.

Specifically, the tactical decision to support individual teachers was based on the DIBELS progress. For example, second graders, who will soon enter third grade, but do not demonstrate grade-level decoding skills, will struggle. Third grade is pivotal for the reading success of students as they transition from learning to read in kindergarten through third grade to reading to learn in fourth grade and beyond. Therefore we focused on second and third grade teachers in order to prevent them from moving on without mastering phonics skills.

Daily support was provided for other teachers with students who did not make adequate progress on i-Ready reading from the beginning to the middle of the year, had DFS below -70.1, and were reading two or more levels below fourth grade. In triangulating the data, and through classroom observations, intensive support was proportioned to specific educators.

Verified Data

We do believe the work that we do is making a difference in student data. Since the 2022-2023 school year, Aspire Junior Collegiate Academy has used i-Ready for verified data in grades third through fifth. In Grades Kinder through Second Grade, we use mClass DIBELS, an approved assessment for use as verified data. Verified data is a measure of the Charter School's efforts to support academic outcomes for all students. i-Ready has been deemed as an approved assessment for use as verified data by the California Department of Education in order to determine whether students made one year's progress.

¹⁸ <https://www.corelearn.com/science-of-reading/>

The verified data below is from the i-Ready diagnostic. The data reflects the progress of third through fifth graders in the chart below in the years 2023-2024 and 2024-2025. In the 2022-2023 school year, the data reflects Kindergarten through fifth grade.

Table 34. i-Ready End of Year Diagnostic Data for English Language Arts

	2022-23	2023-24	2024-25
Student Groups	Median Percent Progress towards Annual Typical Growth	Median Percent Progress towards Annual Typical Growth	Median Percent Progress towards Annual Typical Growth
All Students	77%	96%	113%
<i>Latinx</i>	78%	95%	112%
<i>English Learners</i>	70%	94%	128%
<i>Students with Disabilities</i>	88%	75%	124%
<i>Socioeconomically Disadvantaged</i>	78%	96%	112%

Table 34 demonstrates that the plans that we have put in place are leading to increases in student achievement across all groups of students. Although we are not yet where we want to be, the work that we are doing as described above is supporting all of our students at JCA.

Table 35. mClass/DIBELS Zones of Growth

	2023-24	2024-25
Student Groups	% Making Yearly Growth	% Making Yearly Growth
All Students	55%	61%
<i>Latinx</i>	44%	55%
<i>English Learners</i>	52%	53%
<i>Students with Disabilities</i>	39%	55%

The data available from mClass/DIBELS is Zones of Growth¹⁹ data. ZOGs are a feature of DIBELS 8 that help users efficiently compare the reading skill growth of their students over the course of the school year to the growth of a nationally representative sample of students with similar beginning of the year (BOY) benchmark scores. It is a norm-based metric that categorizes the amount of growth from BOY to End of Year (EOY). There are five zones and aggregating the top three zones into a metric is considered “Average or Better Growth (%)” and measures the percentage of students that make a full year’s growth, or a typical amount of growth for the year. The target is 60%.

With the data available for the past two years, JCA is making progress in Kindergarten through second grade. We are confident that all students at our school will continue to progress, even our youngest learners.

Goals and Philosophy

The following vision and mission statements match the needs of the targeted student population and align with Aspire JCA’s educational program.

Vision: Empowering Scholars to be self-advocating, resilient, contributing members of their community.

Mission: Aspire Junior Collegiate Academy is committed to:

- Instilling students with the confidence to attempt the unknown, and the courage to advocate for their needs.
- Providing students with the opportunity to develop resilience by adapting and overcoming challenges.
- Fostering an environment where students realize their potential in contributing to the progress and prosperity of their community.

An Educated Person in the 21st Century

Research²⁰ focusing on the science of learning gives us clear indications about how learning best occurs and the ways that we can design schools to give students the best transformative learning opportunities. Within Aspire Los Angeles, we center our understanding around Linda Darling Hammond’s recommendations from the Learning Policy Institute and attempt at designing our schools around recommended goals. Those goals are as follows:

- Learners can think critically and creatively to solve complex problems.

¹⁹ https://dibels.uoregon.edu/sites/default/files/Zog_tech_report_20200527.pdf

²⁰ Darling-Hammond, L., Cantor, P., Hernández, L. E., Theokas, C., Schachner, A., Tijerina, E., & Plasencia, S. (2021). Design Principles for Schools: Putting the Science of Learning and Development into Action. *Learning Policy Institute*.

- Learners deeply understand content and can apply their knowledge beyond the classroom.
- Learners are self-aware and engage meaningfully with others.
- Learners hold a positive sense of identity, self-potential, purpose, and direction.
- Learners make healthy life choices.
- Learners are empathetic, ethical, and proactive in contributing to the welfare of their communities.

These goals capture the skills, habits and mindsets that we hope that students will develop as they matriculate through our schools. The goals lead to guiding principles that lead to equitable and whole child design.

There are five elements proposed by the Learning Policy Institute:

- Positive Relationships
- Safety and Belonging
- Rich Learning Experiences
- Development of Skills, Habits, and Mindsets
- Integrated Support Systems

Within Aspire Los Angeles, we incorporate these principles into the design of our schools and they are delineated within the key features. These elements also live within our 4A’s: Anti-Racism, Academics, Agency and Activism, the vision that guides our region. We also strive towards Guaranteed and Viable Instruction, our internal framework that includes Culturally Responsive Teaching, Universal Design for Learning (“UDL”), and Inclusion.

Thus, we believe that an educated person in the 21st century is a person that has agency. They have learned how learning best occurs for them, recognizing that this may be different than the way another person learns. An educated person also understands that their culture and their experiences can and should be used as a reference point to enhance their understanding. An educated person has also worked with others with differing abilities and understands that each person brings value into the world. Learning best occurs when students are challenged by academically rigorous content that is culturally responsive, universally designed and occurs in an inclusive environment. The ways that we structure our classrooms and student learning allow students to become self-motivated, competent, and lifelong learners.

LCFF STATE PRIORITIES	
(Charter Term Commencing July 1, 2026)	
GOAL #1	
We are committed to empowering every student to flourish academically with equitable learning experiences, ensuring they not only maintain their unique identity but also strengthen their bonds with the community, fostering a collective journey towards excellence.	Related State Priorities: Priority 1 Priority 2 Priority 4 Priority 7 Priority 8

	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

1.1 Grade Level Curriculum

- Purchase newly adopted curricular materials and annual curriculum replacements to ensure all core subjects have standards-based, culturally relevant curriculum.
- Purchase newly adopted social studies curriculum materials.
- Purchase additional phonics supplemental curriculum (SIPPS, Sonday, UFLI) for use in core programs or during ELOP.
- Provide professional development for new curriculum purchases.
- Purchase replacement Chromebooks (grades 2-5) and iPads (grades TK-1) to maintain a 1:1 student-device ratio for grade-level content access.
- Purchase individualized learning curriculum (iReady Toolbox, Reflex, etc.).
- Provide release time for each grade level/content team for regular lesson internalization and planning.
- Work with the regional academic team to review TK-5 ELA curriculum.

1.2 Instruction (Guaranteed and Viable Instruction)

- Utilize the Aspire Student Learning Framework (“ASLF”) to ensure students receive guaranteed and viable instruction that includes:
 - Culturally responsive instruction.
 - Universal Design for Learning.
 - Principles of inclusion.
- Ensure students have access to culturally responsive texts within each content area.
- Utilize the updated ASLF framework as a coaching tool that integrates culturally responsive teaching strategies within its four domains.
- Provide monthly professional development on elements of guaranteed and viable instruction, including planning small group data-informed instruction.
- Co-plan professional development with regional content directors/program managers.

1.3 Instruction (Master Scheduling)

- Develop an equitable master schedule that provides students with access to all core content and enrichment opportunities.
- Work with Program Specialists to ensure the master schedule supports co-teaching, co-planning, and grouping students purposefully for shared planning time.

- Collaborate with the Regional Expanded Learning Program Manager and Afterschool Director to:
 - Ensure the After-School Program is available for all students.
 - Extend the program by 30 additional days outside the school year.
 - Provide homework support, enrichment, and academic support in reading fluency, math basic skills, and typing skills.
 - Ensure schedules include daily and weekly designated English Language Development.
 - Integrate early learning components into TK/K teacher schedules (e.g., soft start, centers, Fluent Seeds).
-

1.4 Instruction (Assessment)

- Conduct regular data analysis in short-, medium-, and long-term cycles to tailor instruction and provide targeted student support.
 - Interventions include:
 - 1:1 intervention led by...
 - Small group intervention led by an instructional or supplemental staff member.
 - SST process for individualized learning plans.
 - Provide professional development on standards-aligned curriculum and assessment resources (iReady, EL Achieve, Amplify, etc.).
 - Co-plan professional development with regional content directors/program managers.
 - Provide dedicated time for short- and medium-cycle data discussions through:
 - Shared prep periods.
 - Release days with substitutes.
 - Protected time on early release days.
 - Focus data discussions on formative short-cycle assessments.
 - Have the regional academic team model data discussions and support the identification of high-leverage short-cycle assessments.
-

1.5 Multilingual Learners (MLL)

- Ensure MLL students receive designated and integrated ELD instruction.
- Work with the Regional MLL Program Manager to ensure MLL students receive designated ELD instruction 4 times per week without losing access to core content.
- Purchase additional EL Achieve materials/kits for student intervention groups based on data.
- Provide professional development on Designated ELD support.
- Offer at least three professional development sessions on Integrated MLL support, such as:
 - Structured student talk routines.
 - Using ELPAC data to inform instruction.
 - Resources from Ensemble Learning.
- Provide targeted professional development and supports for Newcomers, as described in the EL Master Plan.
- Implement intensive and targeted support for Long-Term English Learners (LTELs) per the EL Master Plan.

1.6 Special Education (“SPED”)

- Ensure Free Appropriate Public Education (“FAPE”) and compliance with Least Restrictive Environment (“LRE”) requirements.
- Provide rigorous, meaningful instruction that meets students’ academic, social-emotional, and developmental needs.
- Ensure General Education and Education Specialist co-teachers have weekly shared planning time for:
 - Co-teaching.
 - Data analysis.
 - Collaboration.
- Conduct a SPED program review and co-teaching self-assessment with the Program Specialist to develop one-two improvement goals using Aspire’s Special Education Resource.
- Establish cycles of observation to monitor the effectiveness of co-teaching models.
- Work with the Director of Inclusive Instruction and regional SPED team to develop professional development on:
 - Co-teaching strategies.
 - Disabilities awareness.
 - Instructional Assistant (“IA”) training.
- Provide appropriate training for SPED instructional assistants to support school-wide goals.

1.7 Black Excellence

- Identify a Pro-Black Program Coordinator to support anti-racist work throughout the school year.
- Organize Black History Month celebrations, including:
 - Materials (t-shirts, supplies, etc.).
- Adjust and support curriculum content with texts and materials that reflect Black Excellence.

1.8 Title I

- Enhance academic performance across all student groups, with a focus on supporting the lowest-achieving students.
- Utilize Title I funds to support the following positions:
 - Education Technology Specialist.
 - Mental Health Therapist.
- Ensure equitable access to critical resources and support services, regardless of socioeconomic status.
- Provide targeted interventions designed to improve academic outcomes.
- Measure success through:
 - Assessments.
 - Progress monitoring.
 - State testing results.
- Align Title I funding allocations with federal guidelines to maximize educational outcomes for

disadvantaged students.

Expected Annual Measurable Outcomes						
Outcome #1: Improve the Distance from Standard (DFS) on the SBAC English Language Arts (ELA) assessment by 5 points annually						
Metric/Method for Measuring: CA School Dashboard – Smarter Balanced Assessment (SBAC) ELA DFS						
APPLICABLE STUDENT GROUPS <i>(* NOT A NUMERICALLY SIGNIFICANT STUDENT GROUP)</i>	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	-43.4	-38.5	-33.6	-28.70	-23.8	-18.9
English Learner Students	-61.1	-56.2	-51.3	-46.40	-46.4	-36.6
Socioeconomically Disadvantaged Students	-41.6			-26.90		
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-82.3	-77.4	-72.5	-67.60	-62.7	-57.8
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-42.8	-37.9	-33	-28.1	-23.2	-18.3
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2: Improve the student Distance from Standard (DFS) on the SBAC Mathematics assessment by 3 points annually						
Metric/Method for Measuring: CA School Dashboard – Smarter Balanced Assessment (SBAC) Mathematics DFS						
APPLICABLE STUDENT GROUPS <i>(* NOT A NUMERICALLY SIGNIFICANT STUDENT GROUP)</i>	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	-79.4	-76.4	-73.4	-70.4	-67.4	-64.4
English Learner Students	-93.9	-78.1	-62.2	-46.4	-30.6	-14.7
Socioeconomically Disadvantaged Students	-79.80	-62.17	-44.54	-26.90	-9.27	+8.36
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-127.1	-107.3	-87.4	-67.6	-47.8	-27.9

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-78	-61.4	-44.7	-28.1	-11.5	-5.2
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

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 (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)
All Students (Schoolwide)	14.29%	15.90%	17.50%	19.29%	21.10%	23.00%

Outcome #4: English Learner Progress (ELPI)

Metric/Method for Measuring: CA School Dashboard – Percentage of EL Students Making Progress Toward English Proficiency

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)
English Learner Students	43.60%	45.4%	47.2%	49%	50.8%	52.6%

Outcome #5: EL Reclassification Rate

Metric/Method for Measuring: MLL Dashboard (Internal Tracking Dashboard) – Percentage of EL Students Reclassified as Fluent English Proficient (RFEP)

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)
English Learner Students	18.9%	Maintain 15% and above	Maintain 15% and above	Maintain 15% and above	Maintain 15% and above	Maintain 15% and above

Outcome #6: Access to Standard-Aligned Instructional Materials

Metric/Method for Measuring: SARC Report – Percentage of Students with Access to Standards-Aligned Curricular Materials

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)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

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

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)
All Students (Schoolwide)	Average Rating: 5	Maintain 4 or above	Maintain 4 or above	Maintain 4 or above	Maintain 4 or above	Maintain 4 or above

Outcome #8: Implementation of Academic Content and Performance

Metric/Method for Measuring: Local Indicator (Priority 2, Self-Reflection) – Average Rating on a Scale of 1-5

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)
All Students (Schoolwide)	Average Rating: 5	Maintain 4 or above	Maintain 4 or above	Maintain 4 or above	Maintain 4 or above	Maintain 4 or above

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)
All Students (Schoolwide)	Reading 52% Math 41%	Maintain 40% and above	Maintain 40% and above	Maintain 40% and above	Maintain 40% and above	Maintain 40% and above

Outcome #10: Broad Course of Study

Metric/Method for Measuring: Local Indicator Survey (Priority 7) – Percentage of Students Offered a Broad Course of Study

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)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)**

GOAL #2

We create the conditions for all students to achieve a strong sense of agency and wellness that allows them to thrive emotionally and socially.

Related State Priorities:

- Priority 3
- Priority 5
- Priority 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

2.1 Family and Community Engagement & Outreach

Aspire Junior Collegiate Academy will host a variety of events where all stakeholders can be involved:

- Coffee with the Principal:
 - Meetings will be held every other month.
 - A minimum of five meetings will be conducted annually to review school events, academic focus, and provide workshops.
- School Site Council (“SSC”) & English Learner Advisory Committee (“ELAC”) Meetings:
 - At least four meetings will be held annually to review the LCAP, academic progress, and performance.
 - Agendas and minutes will be shared on ParentSquare, posted in the lobby, and provided as resources for families.
- Parent Workshops:
 - Hosted by the school counselor, focused on Social Emotional Learning (“SEL”).
 - A minimum of three meetings will be conducted annually.
- Coffee with SPED:
 - Hosted by Education Specialists to review topics specific to students with disabilities.
 - A minimum of three meetings will be conducted annually.
- English Learner Family Workshops:
 - Designed to support families in learning strategies to help their children at home.
 - A minimum of three meetings will be conducted annually.
- Family-School Partnerships:
 - At least two Saturday Family Workshops will be offered (one per semester).
 - Families will receive toolkits, resources, and supplies to support student learning.
- Community and School Culture Building Events:
 - TK/Kinder Meet and Greet before the school year begins to ease student transition.
 - Back to School Night during the first two weeks of school.
 - Open House in the last quarter of the school year.
- Celebrating Intersectionality:
 - Events recognizing Hispanic Heritage Month, Black History Month, Women's History

Month, Neurodiversity Awareness Month, Asian American and Pacific Islander Heritage Month, and Pride Month.

- JCA will provide resources, read-aloud books, prizes, and materials for projects and displays.
 - Parent Coordinator Support:
 - Assist with communication and volunteer efforts, including on-site LiveScan fingerprinting.
 - Continue surveying families to incorporate feedback into strategic planning.
 - Monitor Panorama Family Survey data to track family engagement trends.
-

2.2 Attendance

- Establish an Attendance Team to develop an attendance plan, progress monitor, and lead intervention strategies.
 - Ensure the Attendance Team reviews data weekly, with a focus on attendance rates for student groups such as English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.
 - Increase family communication for absences, including personal outreach and home visits for students with chronic absenteeism.
 - Implement school-wide attendance incentive programs:
 - Perfect attendance certificates
 - Grade-level attendance competitions
 - Focus on early family education for TK-2 families by providing monthly reminders about the importance of attendance.
 - Provide support for unduplicated students, including uniforms, school materials, and resources.
 - Address the urgent needs highlighted in the California School Dashboard, particularly for student groups with red indicators in chronic absenteeism.
-

2.3 PBIS Multi-Tiered System of Supports

- Expand the tiered school-wide Positive Behavioral Interventions and Supports (“PBIS”) system.
- Provide PBIS training for all staff to ensure consistent implementation.
- Offer additional professional development focused on restorative practices and anti-racism strategies.
- Continue a Tier 1 intervention team that meets regularly to:
 - Analyze attendance data.
 - Make school-wide decisions based on data.
 - Monitor the impact of interventions.
- Align school-wide expectations using stakeholder feedback and systematically teach expectations across all classrooms and school environments.
- Standardize classroom routines and procedures to align with school-wide expectations.
- Refine a positive acknowledgment system that 90% of staff will use to incentivize positive behavior.
- Implement Tier 1 behavior interventions in all classrooms before referring students for discipline support, including logical consequences and restorative practices.

2.4 Social-Emotional Learning

- Strengthen Adult SEL by practicing CASEL’s 3 Signature Practices in school-wide staff meetings:
 - Welcoming all-inclusive rituals
 - Engaging strategies
 - Optimistic closures
 - Promote SEL for students by implementing:
 - SEL curriculum
 - Community Circle Fridays
 - Mindful practices
 - Data-Driven Continuous Improvement
 - Analyze and plan using Panorama SEL survey data.
 - Regularly monitor and reflect on SEL implementation.
-

2.5 School Climate

- Expand student support services, including counseling, mentoring, and academic intervention programs.
 - Conduct monthly discipline data reviews (incidents, referrals, suspensions) to:
 - Identify school-wide trends.
 - Develop strategic interventions.
 - Conduct regular learning walks and fidelity checks on PBIS and restorative practices.
 - Provide school-wide professional development on Crisis Prevention Intervention (“CPI”) and de-escalation techniques. CPI Training can only be facilitated by CPI trainers and is not intended to be used as an ongoing PD.
-

2.6 Enrollment

- Establish a site Enrollment Team that will partner with Schola to:
 - Develop a student enrollment plan.
 - Lead student recruitment efforts.
 - Implement the Enrollment Guidance/Handbook across the region to ensure JCA reaches budgeted enrollment targets.
-

2.7 Classroom Facilities and Student Physical Spaces

- Ensure compliance with the Williams Act regarding facilities.
- Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (“FIT”) to ensure school ratings are at least “Good”.
- Annually train all teammates on the school comprehensive safety plan.
- Create a classroom facilities checklist, including:

- Emergency school safety kits.
- Student work displays.
- Key anchor charts.

Outcome #1: Chronic Absenteeism Rate (%)

Metric/Method for Measuring: CA School Dashboard – Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS <i>(* NOT A NUMERICALLY SIGNIFICANT STUDENT GROUP)</i>	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	46.50%	43.50%	40.50%	37.50%	34.50%	31.50%
English Learner Students	44.10%	41.10%	38.10%	35.10%	35.10%	32.10%
Socioeconomically Disadvantaged Students	45.40%	42.40%	39.40%	36.40%	33.40%	30.40%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	52.50%	49.50%	46.50%	43.50%	40.50%	37.50%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	45.90%	42.90%	39.90%	36.90%	33.90%	30.90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Pupil Suspension Rates

Metric/Method for Measuring: CA School Dashboard

APPLICABLE STUDENT GROUPS <i>(* NOT A NUMERICALLY SIGNIFICANT STUDENT GROUP)</i>	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: School Facilities in Good Repair
Metric/Method for Measuring: FIT tool

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)
All Students (Schoolwide)	Exemplary	Maintain Exemplary	Maintain Exemplary	Maintain Exemplary	Maintain Exemplary	Maintain Exemplary

Outcome #4: School Attendance Rate
Metric/Method for Measuring: P2 Reporting (Attendance Reporting)

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)
All Students (Schoolwide)	92.63%	93.75%	94.88%	96%	97.12%	98.25%

Outcome #5: Pupil Expulsion Rate
Metric/Method for Measuring: Internal Expulsion Tracking Dashboard

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)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #3: Efforts we make to seek parent input
Metric/Method for Measuring: Aspire Family Survey

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)
All Students (Schoolwide)	Barriers to Engagement : 88% responded favorably	Barriers to Engagement : 88.67% responded favorably	Barriers to Engagement : 89.33% responded favorably	Barriers to Engagement : 90% responded favorably	Barriers to Engagement : 90.67% responded favorably	Barriers to Engagement : 91.33% responded favorably
	Family Engagement : 18% responded favorably	Family Engagement : 26.33% responded favorably	Family Engagement : 34.67% responded favorably	Family Engagement : 43% responded favorably	Family Engagement : 51.33% responded favorably	Family Engagement : 59.67% responded favorably

Outcome #6: Student Sense of Safety and Connectedness
Metric/Method for Measuring: Aspire Student Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	Sense of Belonging (Grades 3-5): 65% responded favorably Teacher-Student Relationships (Grades 3-5): 79% responded favorably School Safety (Grades 3-5): 56% responded favorably	Sense of Belonging (Grades 3-5): 71.7% responded favorably Teacher-Student Relationships (Grades 3-5): 85.7% responded favorably School Safety (Grades 3-5): 62.7% responded favorably	Sense of Belonging (Grades 3-5): 78.3% responded favorably Teacher-Student Relationships (Grades 3-5): 92.3% responded favorably School Safety (Grades 3-5): 69.3% responded favorably	Sense of Belonging (Grades 3-5): 85% responded favorably Teacher-Student Relationships (Grades 3-5): 99% responded favorably School Safety (Grades 3-5): 76% responded favorably	Sense of Belonging (Grades 3-5): 91.7% responded favorably Teacher-Student Relationships (Grades 3-5): 100% responded favorably* School Safety (Grades 3-5): 82.7% responded favorably	Sense of Belonging (Grades 3-5): 98.3% responded favorably Teacher-Student Relationships (Grades 3-5): 100% responded favorably* School Safety (Grades 3-5): 89.3% responded favorably

Outcome #7: Survey of Parents to Measure Safety and School Connectedness

Metric/Method for Measuring: Aspire Family Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	78% responded favorably: "The school provides a safe environment for my child." 72% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	80.3% responded favorably: "The school provides a safe environment for my child." 76.3% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	82.7% responded favorably: "The school provides a safe environment for my child." 80.7% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	85% responded favorably: "The school provides a safe environment for my child." 85% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	87.3% responded favorably: "The school provides a safe environment for my child." 89.3% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	89.7% responded favorably: "The school provides a safe environment for my child." 93.7% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."

Outcome #8: Parent Input in Decision Making

Metric/Method for Measuring: Local Indicator Survey (Rating 1-5)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	Average Rating: 4	Maintain 4 and above	Maintain 4 and above	Maintain 4 and above	Maintain 4 and above	Maintain 4 and above

Outcome #9: Access to Board Course of Study

Metric/Method for Measuring: Local Indicator Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)

GOAL #3

We actively recruit and sustain educators and school staff dedicated to anti-racism, enabling them to guide students in developing an empowered anti-racist perspective that instills a sense of responsibility to address injustices at both local and global levels.

Related State Priorities:

Priority 1
 Priority 6

Local Priorities:

:

Specific Annual Actions to Achieve Goal

3.1 Regular Coaching & Development of Leadership Teams (Using ASLF & TLF)

- Utilize Teachboost as an observation tool to track ASLF observations.
- Ensure there is a coaching cycle process in place that aligns with Aspire LA’s Instructional Coaching Model.

3.2 Culturally Responsive Teaching (“CRT”) Professional Development

- Provide site-wide professional development on culturally responsive teaching.
- Ensure that units of study include:
 - Identity, diversity, justice, and action.
 - Alignment with Universal Design for Learning.
 - Follow-up professional development days focused on UDL and culturally responsive teaching.

3.3 Teammate Retention

- Focus on retention efforts for hard-to-fill positions and Black staff.
- The Talent Team will support retention by:
 - Ensuring a thorough and transparent recruitment process.
 - Providing ongoing support and communication during new hire onboarding.
 - Conducting regular check-ins with staff to foster belonging and appreciation.
 - Creating avenues for career growth and advancement, offering support and resources.
 - Collaborating with JCA leadership to identify and address retention challenges, offering resources and assistance as needed.

3.4 Affinity Groups

- Ensure all teammates have the ability to attend regional affinity groups to build community, professional connections, and a sense of belonging.

3.5 Pipeline Development

- During Professional Learning Plan (“PLP”) meetings, all teammates will:
 - Set career development goals.
 - Receive support and development opportunities aligned with their career aspirations.
 - Be provided with release time for observations, exams, and professional development opportunities.

3.6 Black Scholar Services

- Build the capacity of Pro Black Programming (“PBP”) Coordinators to lead school site programming.
- Provide targeted professional development for PBP Coordinators.
- Maintain recurring Black staff affinity spaces for networking, mentorship, and professional development.
- Conduct Black Scholar Services data conversations with principals to track effectiveness, equity, and areas for growth.

Outcome #1: Percent of Fully Credentialed Teachers

Metric/Method for Measuring: Dataquest Reports

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)
All Students (Schoolwide)	96.30%	97.53%	98.77%	100%	100%	100%

Outcome #2: Teacher Sense of Safety and School Connectedness

Metric/Method for Measuring: Aspire Teammate Survey

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)
All Students (Schoolwide)	School Climate: 74% responded favorably Belonging: 65% responded favorably Well-being: 65% responded favorably	School Climate: 80.7% responded favorably Belonging: 71.7% responded favorably Well-being: 71.7% responded favorably	School Climate: 87.3% responded favorably Belonging: 78.3% responded favorably Well-being: 78.3% responded favorably	School Climate: 94% responded favorably Belonging: 85% responded favorably Well-being: 85% responded favorably	School Climate: 100% responded favorably* Belonging: 91.7% responded favorably Well-being: 91.7% responded favorably	School Climate: 100% responded favorably* Belonging: 98.3% responded favorably Well-being: 98.3% responded favorably

	Staff- Leadership Relationships: 44% responded favorably	Staff- Leadership Relationships: 50.7% responded favorably	Staff- Leadership Relationships: 57.3% responded favorably	Staff- Leadership Relationships: 64% responded favorably	Staff- Leadership Relationships: 70.7% responded favorably	Staff- Leadership Relationships: 77.3% responded favorably
	Cultural Awareness and Action: 34% responded favorably	Cultural Awareness and Action: 40.7% responded favorably	Cultural Awareness and Action: 47.3% responded favorably	Cultural Awareness and Action: 54% responded favorably	Cultural Awareness and Action: 60.7% responded favorably	Cultural Awareness and Action: 67.3% responded favorably
Outcome #3: Teammate Retention Rate						
Metric/Method for Measuring: Retention Rate Dashboard						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	93.5%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher

Instructional Design

Innovative Components of the Educational Program

Within Aspire Los Angeles and at Aspire Junior Collegiate Academy, we organize our educational program around principles grounded in the science of learning. Guided by the Learning Policy Institute, the guiding principles for Equitable and Whole Child Design²¹ are what influences our instructional model. Within Aspire Los Angeles, we have interpreted the five elements included in these guiding principles and they will be described within the key features of the educational program. The shifts that have been made from the original study are shifts that align most closely with our internal guiding principles such as the 4A’s (Anti-Racism, Academics, Agency, Activism) and Guaranteed and Viable Instruction (Culturally-Responsive Instruction, UDL, and Inclusion).

Additionally, our guiding instructional framework is aligned to our Aspire-wide mission and vision, as well as our regional goals. This framework is called *Guaranteed and Viable Instruction* and it represents our pedagogical goals. The three aspects of Guaranteed and Viable Instruction are Culturally Responsive Teaching, Universal Design for Learning, and Inclusion. These aspects are all present in our Aspire Student Learning Framework (“ASLF”), adapted from The New Teacher Project’s (“TNTP”) CORE Teaching Rubric²². The ASLF comprises four domains: Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning. The ASLF is composed of these four domains, an essential question for each domain, descriptor language, and Core Teacher Skills.

The ASLF is a coaching tool that all administrators use in order to coach teachers within Aspire Los Angeles. This tool supports all of the aspects of Guaranteed and Viable Instruction, thus

²¹ Learning Policy Institute & Turnaround for Children. (2021). *Design principles for schools: Putting the science of learning and development into action*.

²² TNTP. (2014). Core teaching rubric: A tool for conducting Common Core-aligned classroom observations. [The New Teacher Project](#) [PDF file].

ensuring that all educators have the capacity to deliver instruction that is culturally responsive, universally designed, and inclusive. The ASLF is presented as the model and aspiration for all classrooms within the Aspire Los Angeles region. Thus, the innovative features of Aspire Los Angeles are aligned to updated research, deeply rooted in the communities that we serve.

Key Features of the Educational Program

Below are the key features of our educational program. First, the key features are indicated and then briefly summarized. Then, they are explicated further with specific examples from the ASLF, our coaching tool that describes our approach to student learning and educator development. The key features are described and the development of the adults who need to implement these practices is also addressed as it is a deeply important aspect of maintaining a strong educational program.

Key Features of the Educational Program (Summary):

1. **Positive Relationships-** Practices that are developmentally appropriate and promote relationships and trust among students, educators, school staff, and families.
2. **Safety and Belonging-** Practices that cultivate supportive school environments to promote a sense of belonging, physical, emotional, and identity safety.
3. **Rich Learning Experiences-** Through Guaranteed and Viable Instruction.
4. **Development of Skills, Habits, and Mindsets-** Instructional practices that enable learning and develop cognitive, emotional, and social skills, such as social awareness, grounded in our 4A's.
5. **Integrated Support Systems-** Dedication to MTSS with targeted supports that address academic challenges and support student well-being.

Key Features of the Educational Program (Elaboration):

1. **Positive Relationships-** *Practices that are developmentally appropriate and promote relationships and trust among students, educators, school staff, and families.*

Research from the Learning Policy Institute tells us that there are three ways that schools can build positive relationships: *a) Personalizing Relationships with Students, b) Supporting Relationships Among Staff, and c) Building Relationships with Families.* There are suggestions for each of these and Aspire Junior Collegiate Academy has systematized a few key practices in this area.

a. Personalizing Relationships with Students

Aspire JCA is a small school with just over 300 students. According to the Learning Policy Institute, this is an optimal size to create the types of caring relationships that promote greater confidence and agency in students. In collaborative communities, members feel personally connected to one another and committed to each other's growth and learning. This understanding allows Aspire JCA to embed the importance of relationships within their school site plans.

Specific elements of positive relationships include community circles, check-ins at the beginning of class, celebrations of community events, celebrations of accomplishments, and meaningful opportunities for students to share their voices. They also include routines for how students work

together productively and resolve conflicts. This key feature can be measured by yearly student Panorama surveys, using their voices to understand how Aspire JCA continues to personalize their relationships with their students.

b. *Supporting Relationships among Staff*

A positive and supportive staff culture is the foundation of a school climate that enables the positive relationships described above. Research shows that teachers become more effective over time in collegial settings where they have time to collaborate with and learn from each other²³.

Aspire JCA is committed to providing time and structures for collaborative planning, dedicated time for professional learning and decision-making. Each Aspire school begins the year with a staff convening in order to start the year off with a positive staff culture. JCA also incorporates meetings and events to build a positive school culture throughout the year.

c) *Building Relationships with Families*

Within Aspire Los Angeles, we partner with families in order to create a greater alignment between school and home and provide opportunities for deeper knowledge of children. Aspire JCA builds these beneficial relationships by regularly communicating with parents with a variety of communication tools, actively engaging families as partners, and holding student-led conferences multiple times throughout the year. Family engagement is also reviewed through an annual family survey that is analyzed by the Aspire Los Angeles Regional Leadership Team.

2. Safety and Belonging- *Practices that cultivate supportive school environments to promote a sense of belonging, physical, emotional, and identity safety.*

In addition to fostering positive relationships throughout the learning community, another key feature of Aspire Los Angeles schools is their commitment to creating schools that are filled with safety and belonging. The science is clear that children’s ability to learn and take risks is enhanced when they feel safe and undermined when they feel threatened. Therefore, schools within Aspire Los Angeles build safety and belonging by ensuring that there are: a) *Routines around Creating Safe and Caring Learning Environments* and b) *Trauma-informed, Healing-oriented Restorative Practices*.

a) *Routines around Creating Safe and Caring Learning Environments*

All Aspire Los Angeles schools implement Positive Behavioral Interventions and Supports (“PBIS”),²⁴ and use the Tiered Fidelity Inventory (“TFI”)²⁵, to provide a measure of the extent to which school personnel are applying the core features of PBIS. Each school within Aspire Los Angeles includes campuses with shared values and norms that are framed as actions that students

²³ Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4), 85–108; Kraft, M., & Papay, J. P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, 36(4), 476–500

²⁴ <https://www.pbis.org/pbis/what-is-pbis>

²⁵ <https://www.pbis.org/resource/tfi>

can “do” instead of framed as a list of “don’ts” that direct punishments. They are co-constructed and taught to students and are formed as expectations, both in the classroom and around the school. Examples at Aspire JCA include shared school-wide expectations, classroom charters, and robust routines and expectations that guide recess structures.

b) *Trauma-informed, Healing-oriented Restorative Practices*

Each Aspire school commits to supporting all adults to learn how to be trauma-informed and healing-oriented. All Aspire schools employ multiple mental health professionals to ensure that every adult is equipped to recognize and respond to trauma with care instead of frustration or punishment. Aspire JCA incorporates mindfulness, spaces for students to calm down, and specific lessons related to socio-emotional learning.

Aspire Los Angeles also uses restorative practices²⁶ to build a sense of community, thereby preventing and addressing conflict and wrongdoing. Evidence of restorative practices at JCA include community circles, class meetings, and direct teaching of conflict-resolution strategies.

An example of the ways that Aspire Los Angeles ensures that all students learn in an environment filled with safety and belonging is that it is present within our ASLF. The first domain sets the expectations for the culture of learning. Within this Domain, educators are expected to create classrooms that allow students to deeply engage in learning. In the second indicator within the Core Teacher Skills, educators are expected to create rituals, routines, and procedures and incorporate principles of restorative justice.

An excerpt of the ASLF follows:

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

Not Yet	PROFICIENT	Above and Beyond
	<ul style="list-style-type: none"> All or almost all students are engaged in independent or cooperative instructional tasks, exploration, discovery, hands-on learning or volunteering responses. Students feel safe to ask questions and give and receive feedback from peers and teachers. Students execute transitions, rituals, routines or procedures with limited narration from the teacher in ways that indicate self directed learning. Students affirm contributions of their teammates AND collectively ignite joy. 	

Core Teacher Skills: [Teacher creates a classroom environment where students feel safe](#)

Indicator 1: Student engagement

- Arrange the classroom in a manner that allows for materials and resources to be equitably accessible to all students
- Plan tasks that have meaning and value for 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.

²⁶ <https://schottfoundation.org/restorative-practices/>

3. Rich Learning Experiences- *Through Guaranteed and Viable Instruction.*

The research provided by the Learning Policy Institute informs the work of our instructional vision, Guaranteed and Viable Instruction. The research is clear that children construct knowledge based on their experiences and social contexts, variability in learning is the norm, motivation and performance are based on tasks and contexts, and students’ beliefs about themselves supports learning. Therefore, we rely on three frameworks to guarantee students rich learning experiences. They are *a) Culturally Responsive Teaching, b) Universal Design for Learning, and c) Inclusion.* What follows is a brief description of each and an example of where some of these aspects live within our ASLF (Aspire Student Learning Framework).

a) Culturally Responsive Teaching

While culturally responsive teaching is a large body of work, we center our vision around the works of Zaretta Hammond and her work in *Culturally Responsive Teaching and the Brain*²⁷. We acknowledge that learning occurs best when students’ cultural displays of learning and meaning-making are honored, when cultural knowledge is used as a scaffold, and when students have the opportunity to critique dominant power structures to emerge as independent thinkers. We also believe that our students require safe, joyful learning environments and engaging learning experiences.

Within our ASLF, teachers are required to incorporate Culturally Responsive Teaching in order to ensure that students are empowered, responsible and supported to do the thinking in the classroom. Specifically, this domain requires students to engage in academic discussions and access multiple perspectives. It is also the expectation that both academic language and authentic expression are valued within the classroom, ensuring that all students who are learning academic English are valued throughout the learning process. Below, you can read the indicators for Domain 3, which discusses the elements of culturally responsive teaching that we expect to see in classrooms.

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

Not Yet	PROFICIENT	Above and Beyond
	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. 	

b) Universal Design for Learning

An additional aspect of Guaranteed and Viable Instruction is UDL or Universal Design for Learning. Aspire Los Angeles has engaged in region-wide learning for UDL since 2022. While UDL is widely acknowledged as a necessary framework in public policy,²⁸ within Aspire Los

²⁷ Hammond, Z. (2015). *Culturally responsive teaching and the brain*. Corwin Press

²⁸ <https://www.cast.org/resources/udl-in-public-policy/>

Angeles, we have codified it into our professional learning structures and our ASLF. We believe that through incorporating UDL, students will become expert learners if lessons are designed with access for all. The goal of UDL is to ensure learner agency that is purposeful, reflective, resourceful, authentic, strategic, and action-oriented. We center our instruction on the baseline that educators will remove barriers for all learners and the guidelines are principles used to design instruction. We believe that learning best occurs when we design multiple means of engagement, multiple means of representation, and multiple means of action and expression.

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

Not Yet	PROFICIENT	Above and Beyond
	<ul style="list-style-type: none"> • 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. • Students self-evaluate to reinforce self-directed learning because expectations for learning are clear (through rubrics, criteria for success, and students paraphrasing expectations). • Students have opportunities to demonstrate their learning in multiple ways using academic writing and/or explanations. • Students challenge the ideas in a text or lesson, explore and share alternative viewpoints & defend arguments with evidence. 	

In the domain of Demonstration of Learning, we expect that educators will give students several options to demonstrate their learning, self-evaluate, and challenge ideas. There are several examples of UDL checkpoints²⁹ within the ASLF including: 7.1: Optimize choice and autonomy, 3.3: Cultivate multiple ways of knowing and making meaning, and 4.1: Vary and honor the methods for response, navigation, and movement. There are several other checkpoints represented throughout our Aspire Student Learning Framework, evidencing how we believe that learning best occurs and how we concretize these practices for educators.

c) Inclusion

Finally, Aspire Public Schools believes in full inclusion as described in LAUSD’s Position Paper: Equity and Access for Students With Disabilities³⁰. We believe that students of all abilities shall learn with and from one another and are supported by a team of well qualified educators that are dedicated to ensuring each child develops the academic and life skills, knowledge, and dispositions necessary to become college, career and life ready. We believe that every child should be meaningfully engaged in rigorous instruction. We therefore work to ensure that all academic, socio-emotional and developmental needs are met. We believe that this is a collective responsibility and thus commit to supporting all general education and special education staff to ensure full inclusion. Inclusion lives within our ASLF as well as general education teachers are expected to plan for students with learning differences.

²⁹ <https://udlguidelines.cast.org/>

³⁰ https://sped.lausd.org/apps/pages/index.jsp?uREC_ID=4408551&type=d&pREC_ID=2638588

ESSENTIAL CONTENT *Are all students working with content aligned to the appropriate standards and cognitively demanding for their subject and grade?*

NOT YET	PROFICIENT	ABOVE AND BEYOND
	<ul style="list-style-type: none"> • Students can talk about what they are working on, why it's important and how it connects to what they already know. • 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 information. • 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. • 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. 	

Core Teacher Skills: Essential Content

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
- 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

The domain of Essential Content, shown above, asks teachers to work towards the multiple goals of students in their classrooms, acknowledging the variability that exists in learners and incorporating that into lesson plans.

4. Development of Skills, Habits, and Mindsets- *Instructional practices that enable learning and develop cognitive, emotional, and social skills, such as social awareness, grounded in our 4A's.*

Science tells us that learning is social, emotional, cognitive, and academic and as a school, we must integrate these learning experiences for children. Because research tells us that social, emotional, and cognitive skills are interrelated and develop as a progression, we have a vision to develop students within the vision of the 4A's (Academics, Anti-Racism, Agency, and Activism). Because our students may face chronic stress due to adversity or oppression, we not only teach our students social emotional skills like self-regulation, growth mindset, and stress management, but we also teach them how to empathize with others and make changes in the world through an explicit focus on Anti-Racism and Activism. We also teach our students about Agency in order to affirm their abilities and assets. Each of these areas supports the academics described above.

a. *Anti-Racism*

Aspire JCA develops Anti-Racist students by first supporting adults to develop this mindset. Through explicit professional learning about how we can be specifically Anti-Racist, we bring this learning to students in developmentally appropriate ways. We teach students to analyze, question, and critique systems and structures of power. We also specifically teach students about historical injustices.

b. *Activism*

Our social studies and science curriculum are inquiry-based programs. They teach students to think critically about enduring questions and seek evidence to make up their minds about a response. In each inquiry unit, there is an opportunity to extend their learning into community-based, real-world actions. We encourage students to seek information about problems that they want to solve.

c. *Agency*

At JCA, our curricular resources are reflective of our students in order to emphasize positive self-identity, hope, and a sense of purpose. This goes further than a growth mindset and is grounded in their unique identities and how they might positively impact the world around them.

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

Not Yet	PROFICIENT	Above and Beyond
	<ul style="list-style-type: none"> • 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. • Students self-evaluate to reinforce self-directed learning because expectations for learning are clear (through rubrics, criteria for success, and students paraphrasing expectations). • Students have opportunities to demonstrate their learning in multiple ways using academic writing and/or explanations. • Students challenge the ideas in a text or lesson, explore and share alternative viewpoints & defend arguments with evidence. 	

Parts of these skills are present in the fourth domain of our ASLF, as seen above, especially in the last bullet points where the expectation is that students challenge the ideas in a text or lesson, emphasizing evidence. Additionally, students are expected to self-evaluate, adding to their sense of agency.

5. Integrated Support Systems- *Dedication to MTSS with targeted supports that address academic challenges and support student well-being.*

The research from the Learning Policy Institute is clear that learning environments need to be intentionally created to contain protective factors for students. The goal is to develop a comprehensive and equitable system of support. Aspire JCA creates this environment by building multi-tiered systems of support or MTSS.

a. *MTSS*³¹

MTSS at JCA includes regular assessments that are used for gauging learning progress as well as regularly assessing student wellness. Academic Assessments are used to assess individual student strengths and struggles, patterns across grade levels and content areas, and resources that are available in the Charter School and the community. The MTSS team consists of the principal, assistant principal, general education teacher, special education teacher, school psychologist, and mental health counselor.

Tier 1 supports have been described above (see Guaranteed and Viable Instruction). Tier 2 supports include a dedicated SST (Student Success Team) process that supports students and teachers when additional support may be needed in either learning or behavior. Small group structures, specific check ins for students, and dedicated personnel support students in Tier 2. Additionally, extended learning (after school and intercession educational opportunities) may be offered to students. In Tier 3, there are opportunities for increased academic supports. More

³¹ <https://www.cde.ca.gov/ci/cr/ri/mtsscompri2.asp>

frequent meetings with teachers, students, and families may become necessary at Tier 3. At JCA, Tier 3 often includes a more individualized approach for students, depending on the learner. Additional support is also provided through external partnerships when appropriate.

Curriculum and Instruction

English Language Arts

While JCA currently (2025-26 school year) uses comprehensive EL Education K-5 Language Arts, published by Open Up Resources, in 2025-2026, the Aspire LA region will be adopting a new ELA curriculum to implement in the 2026-2027 school year. The curriculum will be implemented in TK-5th grade and will be strongly aligned to the science of reading (SOR). According to the Reading League, the SOR “is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.”³² To date, many states and districts require curricula to be aligned to the SOR. The new adoption for Aspire LA will help us align with the latest research regarding the SOR and provide students with high-quality, effective, research-based literacy instructional methods

Aspire Los Angeles Regional Leadership, alongside the ELA Lead Team (consisting of teachers and administrators), has screened and winnowed multiple ELA curricula, which will be piloted in the 2025-2026 school year. In alignment with the simple view of reading and Scarborough’s Reading Rope³³, the Aspire Los Angeles Region has two ELA Lead Teams; one is piloting TK-2nd grade Foundational Skills and the other is piloting TK-5th grade Knowledge Building. Specifically, four JCA educators are part of the ELA Lead Team. They will pilot the Knowledge Building (TK-5) and Foundational Skills (TK-2) curriculum and provide meaningful input on which curricula the region implements in 2026-27. Most of these teachers have also had extensive training by CORE³⁴ on the Science of Reading-aligned instructional practices in the 2024-25 school year. Additionally, the curricula that educators are piloting are primarily rated green on EdReports³⁵ for usability, standards alignment, foundational reading skills (if applicable), and text complexity. A green rating means that it meets expectations based on the organization’s review.

For Writing Instruction, TK-2nd grade teachers use the writing instruction curriculum embedded in EL Education curriculum, while 3rd-5th grade teachers use the process writing Writing A-Z curriculum. The usage of both curricula ensures that students engage frequently in both process

³² <https://www.thereadingleague.org/what-is-the-science-of-reading/>

³³ <https://www.thereadingleague.org/wp-content/uploads/2023/11/TRLC-Educators-and-Specialists-The-Reading-Rope-Key-Ideas-Behind-the-Metaphor.pdf>

³⁴ <https://www.corelearn.com/science-of-reading/>

³⁵ <https://edreports.org/resources/article/how-to-select-a-high-quality-k5-ela-curriculum#:~:text=EdReports%20looks%20for%20multiple%20dimensions,Writing>

writing (plan, draft, revise, edit, publish) and product writing (with less emphasis on the writing process), which is a well-researched idea when teaching writing³⁶. Some of the key aspects of JCA's high-quality evidence-based writing instruction include: teachers making the writing process transparent, students writing for diverse audiences and purposes across various genres, and students' writing growth being supported through social engagement.

English Language Development/English as a Second Language

JCA uses the systematic E.L. Achieve curriculum for designated ELD instruction. E.L. Achieve is authored by California ELD experts Susana Duro and Michelle Thelander. At minimum, students who are English Language Learners are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. Both are a part of the core curriculum taught during the instructional day for JCA's Multilingual Learners (MLL). This instruction is rooted in the ELD standards and meets the requirements of the California Education for a Global Economy Initiative and Ed Code (California's Education Code, which are state laws governing public education)³⁷.

The current mathematics, social studies, science, and ELA curricula include embedded supports for MLLs as well as methods to support students in using English purposefully, interacting in meaningful ways, and understanding how English works, as per the 2014 ELA/ELD Framework for California and 2025 EnglishLearner Roadmap³⁸.

Mathematics

At Aspire JCA, we aim to build on students' cultural backgrounds and experiences in the classroom. We prioritize student math discussions, flexible thinking, student-centered instruction, and creating opportunities for students to develop a deep understanding of grade-level mathematics. JCA has adopted a math curriculum aligned to our vision and goals.

Curriculum overview: Aspire JCA uses i-Ready Classroom Mathematics California curricula in grades TK-5. The pedagogical approach in curriculum design for Curriculum Associates' i-Ready Classroom Mathematics California is research-based and grounded in the principles of the National Council of Teachers of Mathematics's Effective Teaching Practices, principles of Universal Design for Learning, and the Mathematics Framework for California Public Schools. i-Ready Classroom Mathematics is a core mathematics program designed to help all students succeed with rigorous, grade-level content using flexible, equitable, and accessible instruction.

Lessons: The curriculum has two lesson types (Strategy and Understanding Lessons). The majority of lessons in the program are Strategy Lessons. Strategy Lessons help students make essential connections and deepen their understanding while acquiring and developing

³⁶ Hicks, T. (2019). Best Practices in Teaching Writing in Morrow, L., & Gambrell, L. (Eds.), *Best Practices in Literacy Instruction* (pp.297-301). The Guilford Press.

³⁷ <https://www.cde.ca.gov/sp/ml/edgeregsedcode.asp>

³⁸ <https://www.cde.ca.gov/sp/ml/roadmap.asp>

mathematical skills and strategies through the facilitation of the five practices for orchestrating productive mathematics discussions. *Understand* Lessons occur at key points in the instructional sequence. These lessons focus primarily on conceptual understanding and build a foundation for subsequent Strategy Lessons by introducing critical mathematical representations.

Sessions: Lessons are multi-day Sessions. Within a Lesson, each Session (or “day”) plays a different role in supporting students' understanding. The multi-day Sessions provide students with various experiences and the time to develop conceptual understanding, build procedural fluency, and apply concepts they’ve learned to new situations. Each Session takes 45-60 minutes to complete and includes instruction, practice, and differentiation time.

There are three session types throughout the curriculum:

- Explore Sessions introduce new lesson content by connecting and building on prior knowledge.
- Develop Sessions allow students to build understanding through investigating rich tasks, problem solving, discourse, and multiple representations.
- Review Sessions allow students to strengthen their skills and understanding during in-class practice time. Teachers use data to determine the need to reteach, reinforce, and extend learning.

i-Ready Diagnostic and Personalized Instruction: JCA integrates a data-informed personalized learning structure for all students. Multiple data points, including the i-Ready diagnostic, inform students’ personalized learning.

JCA students take the i-Ready Math diagnostic three times a year. After the first diagnostic, students receive an overall grade level score and a score in the following domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry.

Based on these scores, students interact with a personalized path of engaging online lessons, called Personalized Instruction. This customized instruction allows students to receive additional teaching and practice in areas where they need the most support. Students engage in the i-Ready Personalized Instruction program for an average of 30 minutes per week. Spanish and English lessons are available. After the second diagnostic, the students' personalized pathways are revised based on the updated students' scores.

History-Social Science

JCA students and teachers benefit from the highly engaging, inquiry-driven InquirEd social studies curriculum, which is rooted in the inquiry process and frames students' work within each unit as an “inquiry journey”. The curriculum was adopted in 2024-25 after a thorough pilot by several JCA teachers. Teachers are supported through the unit internalization process of each inquiry, as well as professional learning on the purpose of investigations. TK-1st grade teachers collaborate with our Early Learning Academic Program Manager to ensure that the Social Studies instruction is developmentally appropriate and follows our centers structure. The

modification to the curriculum for our early learners was highlighted at the conference of the National Center for Teachers of English in 2024. 2nd-5th grade teachers collaborate with Academic Program Managers to make sense of the units, internalize the units, and consider how students will connect to the content through culturally relevant teaching and learning. Units include Migration and Movement, The Diverse Geography of California, Native America, and Past, Present and Future.

Science

JCA's Science Program is guided by the following mission statement: At Aspire LA, we ignite the natural curiosity and problem-solving abilities of each student by providing joyful, hands-on science instruction that grapples with relevant phenomena. Our aim is to leverage scholars' cultural assets and values to excel in rigorous scientific environments. These science experiences will enable students to become passionate, skilled designers of their own futures and create a positive impact on their communities.

JCA scholars engage with this mission statement through our adopted curriculum Amplify Science. Science instructional spaces prioritize student-driven instruction, connecting prior knowledge and experiences both within and outside of formal education to explore new concepts. In this work, student questions and ideas are valued and constantly revisited and revised throughout each unit. Students are developed through explicit feedback not just on their content knowledge but also on their science and engineering practices and use of cross-cutting concepts through language functions, which is supported by parallel work in ELD.

Curriculum Overview: JCA is in its fourth year of adoption of Amplify Science for K-5 instruction, which is aligned to both our science vision and the Next Generation Science Standards. Currently, this is the only K-5 science curriculum currently with an "all green" rating on EdReports, due to its embedded teacher and student supports, coherence in storyline, and three-dimensional assessment system. For JCA scholars in particular, this curriculum meets the needs of students by combining strong inquiry science experiences with ample literacy support in all domains of language acquisition, which supports the achievement of subgroups in science as well as in ELA.

Visual and Performing Arts

At JCA, all of our students participate in art and music education. Over the past several school years, we have partnered with Education Through Music, ETM-LA³⁹. Students have access to instruction on a weekly basis. It is a means of supporting learning in other areas as well. Students learn how to sing, play instruments, and perform for families twice per year. In the 2025-2026 school year, JCA hired an art teacher to vary the type of arts education students receive. JCA educators also integrate visual arts within other content areas including science, social studies and English Language Arts.

Health and Physical Education

³⁹ <https://etmla.org/#>

JCA's physical education curriculum will reflect California State Standards and teaches students about a fit and healthy lifestyle. All children at JCA will have physical education classes multiple times per week with planned instruction to develop motor skills, and an understanding of common activities like basketball, soccer, yoga, and volleyball. The curriculum will prepare students for the California Physical Education test, and also teaches students how to play different sports and games as well as reinforce messages about stress management, teamwork, and fair play. Additionally, the physical education teacher includes special activities such as Jump Rope for Heart that supports a worthwhile cause while meeting the physical education standards.

Intervention

Our approach to intervention begins with data analysis to find students most in need of intervention as Tier 2 and/or Tier 3 support using Beginning of Year and Middle of Year i-Ready and mClass Data. Teachers pull small groups during class time if students are identified as by the Student Success Team (SST). The SST is a partnership between the school and home to support the success of a student in school. The SST team reviews student's strengths, areas of concerns and develops a plan to address those concerns. Our SST team consists of classroom teacher, parent/guardian, school counselor (when applicable), school psychologist (when applicable), Education Specialist, (when applicable), and an administrator who serves as the SST coordinator. Instructional Aides use the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPs)⁴⁰ Intervention curriculum to support reading foundation. We use i-Ready Math resources for students that need support in mathematics.

We consistently monitor our students during our SST process and consider the intervention needs of each student. During these meetings, we consider whether students continue to need the same intervention, require a different approach, or are ready to be exited from intervention support.

Enrichment

At Aspire JCA, we also have many opportunities for enrichment. We provide an after-school program, field trips, and an enrichment specials block. Additionally, we have an enrichment class that focuses on music, and have special programs such as *Spirit Series*, where students perform in a play, enhancing their character development and public speaking skills.

After School Programs

⁴⁰ <https://www.collaborativeclassroom.org/programs/sipps/>

Aspire JCA's After School Program is supported by grant funds provided through the State of California's After School Education and Safety (ASES) program and the Expanded Learning Opportunities Program (ELO-P). The program is offered daily, and its goal is to provide a safe, calm, and stimulating environment that strengthens students' social, emotional, and academic development through academic intervention, homework support, and engaging enrichment activities. Enrichment opportunities such as Cooking, STEM, and career-connected programming are based on student and family interests, ensuring the program reflects our community's needs.

Field Trips

At JCA, we provide field trips that boost academic learning, critical thinking, and social-emotional skills by connecting classroom knowledge to real-world experiences, fostering curiosity, and creating memories. Educators select field trips that offer hands-on learning, exposure to diverse cultures, and opportunities for content connections, often leading to better engagement and performance. We have participated in field trips to aquariums, environmental nature centers, theatre performances, and various museums focused on sciences and the arts.

Enrichment Specials Block

As described above in the curriculum section, each student receives art at least once per week through our recently hired art teacher. Students learn Art History and how to draw, paint, and be creative. This occurs throughout the school day and throughout the entire school year.

In order to achieve our Aspire-wide mission and vision, we support students to have a variety of experiences throughout the school day and have additional opportunities after school. We believe that students should be equipped with a variety of skills in order to choose the best pathway for themselves.

Independent Study

Aspire Junior Collegiate Academy offers independent study in accordance with our Board Approved Policy (Aspire Board Policy 7004.2) and applicable law.⁴¹ Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire JCA's course of study and is not an

⁴¹ ARTICLE 5.5. Independent Study [51744 - 51749.6]
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=28.&chapter=5.&article=5.5.

alternative curriculum.

Independent Study may be requested if a student will be absent from school for an extended period of time, due to excused or warranted circumstances. Written requests for independent study should be directed to the Principal at least two weeks before the desired start date of the Independent Study program. Permission to grant Independent Study is in the sole discretion of the Principal, though no student may be placed in Independent Study without the parent/guardian's written consent.

If a student does not meet the expectations of the Independent Study program, including the conditions outlined in the student's Independent Study Agreement, the Principal or the Principal's designee may conduct an evaluation to determine whether it is in the best interest of the pupil to remain in Independent Study. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Principal as to whether the student should be allowed to participate in the program again.

The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be (5) school days, unless otherwise extended by the supervising teacher. An individual with exceptional needs as defined in Education Code Section 56026 may participate in Independent Study if their Individualized Education Program (IEP) specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests Independent Study, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement.

Transitional Kindergarten ("TK")

At Aspire Junior Collegiate Academy, we believe that our Early Childhood Education students are capable learners valued for their unique stages of development in their first years on campus. In our TK and TK/K classrooms, all students are provided with learning opportunities anchored in culturally responsive instruction and playful exploration. We are heavily supported by the Aspire LA Regional Office and understand that Aspire's Universal Transitional Kindergarten ("UTK") program is a critical first step in our promise to prepare and empower scholars to build a fulfilling and liberated future for themselves and their communities.

In order to achieve this vision, we guarantee that all students will experience play-based, standards aligned, culturally responsive instruction, and a safe, welcoming, and inclusive class community. Teachers are supported in this work through coaching, training, and professional development from the region that highlights developmentally appropriate practices for our youngest learners. The Charter School shall comply with classroom size, adult to student ratios, and qualification requirements for TK teachers, as set forth in Education Code Section 48000(g).

TK and TK/K teachers receive unit internalization sessions with the Academic Program Manager for Early Learning, in conjunction with the academic program managers for math, science, and social studies, in order to ensure that curriculum-specific professional

development emphasizes the unique and specific needs to support our teachers and youngest students. To this end, in the 2024-2025 school year, TK and TK/K teachers also worked with the Academic Program Managers for Early Learning and Science to adopt a supplementary early learning science curriculum that increases opportunities for hands-on science learning and engagement for students. This work around collaborative unit internalizations will continue, with unit internalizations for foundational skills, word recognition language comprehension, and background knowledge in collaboration with the academic program managers for ELA upon the adoption of our two ELA curricula in the 2026-27 school year.

TK and TK/K teachers receive specific training and coaching around strong early learning practices including using a centers-based model to increase opportunities for hands-on, experiential, play-based learning and beginning the day with Soft Start in collaboration with our Tier 1 and Tier 2 PBIS initiatives. Through train-the-trainer models, administrators have been provided with tools to deliver professional development and to support the coaching of TK and TK/K teachers towards these two goals. We will continue using a train-the-trainer model, in addition to quarterly walk-throughs with school-site administrators and Aspire Los Angeles regional leaders to support teachers with Centers and Soft Start implementation. The shift towards Centers meets the need for early learning instruction to be hands-on, play-based, and experiential, as well as inclusive for all students, is based on the recommendations of the California Department of Education.⁴²

Additionally, in coordination with a toileting consultant, Potty Smarts, we developed supports around toileting needs for our youngest learners and for their families. Trainings have been provided to all staff members who work with our TK and TK/K students around toileting needs. Work to support staff members, families, and young children with toileting needs will continue through regional summer training for all staff members, as well as one-on-one consultations with school sites as needed.

The TK report card will be updated for the 2025-26 school year, in order to better reflect the new Preschool and Transitional Kindergarten Learning Foundations (“PTKLF”) which were updated in July 2025.⁴³ We will be using a continuum-based approach to assessing our TK students which reflects the continuum of learning and the important foundations for TK students which are outlined in the PTKLF. The Aspire LA Regional Office will provide professional development and norming sessions for TK teachers around the new report card in the 2025-26 school year and will continue to provide support for continuum-based grading as needed thereafter.

⁴² <https://tkcalifornia.org/wp-content/uploads/2022/02/powerfulroleofplay.pdf>

⁴³ <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Academic Calendar and Schedules



Aspire Junior Collegiate Academy Academic Calendar 2026-2027 DRAFT

Semester 1: August 10, 2026 - December 21, 2026 (86 days)

July 2026				
M	T	W	R	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

August 2026				
M	T	W	R	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2026				
M	T	W	R	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2026				
M	T	W	R	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2026				
M	T	W	R	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31	32	33	34

December 2026				
M	T	W	R	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

COLOR LEGEND	
	Early Dismissal
	Holidays and Breaks
	Pupil Free Day (Teacher PD)
	Instructional Day

REGULAR DAY SCHEDULE
Drop Off and Breakfast: 7:35 am
Start Time: 8:15 am
Dismissal: 3:15 pm

EARLY DISMISSAL SCHEDULE
Drop Off and Breakfast: 7:35 am
Start Time: 8:15 am
Dismissal: 1:30 pm

IMPORTANT SCHOOL DATES	
08/10/26	First Day of Instruction
06/08/27	Last Day of Instruction

HOLIDAYS & BREAKS (NO SCHOOL)	
07/04/26	Independence Day
09/07/26	Labor Day
10/12/26	Indigenous Peoples' Day
10/12/26 - 10/16/26	Fall Break
11/11/26	Veterans Day
11/23/26 - 11/27/26	Harvest Break
12/21/26 - 01/08/27	Winter Break
01/18/27	Dr. Martin Luther King's Birthday
02/15/27	Presidents' Day
03/31/27	Cesar Chavez Day
03/29/27 - 04/05/27	Spring Break
05/31/27	Memorial Day
06/12/26	Start of Summer Break
06/19/27	Juneteenth

Semester 2: January 12, 2027 - June 8, 2027 (94 Days)

January 2027				
M	T	W	R	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2027				
M	T	W	R	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2027				
M	T	W	R	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027				
M	T	W	R	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027				
M	T	W	R	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2027				
M	T	W	R	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

PUPIL FREE DAYS (NO SCHOOL)	
10/19/26	Pupil Free Day
01/11/27	Pupil Free Day
02/08/27	Pupil Free Day
03/08/27	Pupil Free Day
04/06/27	Pupil Free Day

Sample Daily Schedules

The Charter School’s sample daily schedules are shown below. Integrated ELD is built into each subject area, with supports connected to the lesson objectives.

TK/Kindergarten							
Regular Dismissal: Monday - Thursday				Minimum Day/Early Dismissal: Friday			
Start	End	Section	Min	Start	End	Section	Min
8:05 AM	8:20 AM	Morning Routine & Soft Start	15	8:05 AM	8:45 AM	Morning Routine	40
8:20 AM	9:05 AM	Enrichment (Art/Music/PE)	45	8:45 AM	9:30 AM	Math	45
9:05 AM	9:40 AM	Foundation Skills	35	9:30 AM	9:45 AM	Recess	0
9:40 AM	10:00 AM	Recess	0	9:45 AM	10:10 AM	Math	25
10:00 AM	10:40 AM	Foundation Skills	40	10:10 AM	11:10 AM	Foundation Skills	60
10:40 AM	11:50 AM	Math	70	11:10 AM	11:30 AM	ELA	20
11:50 AM	12:25 PM	Lunch	0	11:30 AM	12:00 PM	Lunch	0
12:25 PM	1:25 PM	ELA	60	12:00 PM	12:40 PM	ELA	40
1:25 PM	2:05 PM	Science	40	12:40 PM	1:10 PM	SEL	30
2:05 PM	2:30 PM	Designated ELD	25	1:10 PM	1:30 PM	Closing Routine	20
2:30 PM	2:50 PM	2nd Recess	0	1:30 PM	1:45 PM	Dismissal	0
2:50 PM	3:05 PM	Designated ELD	15				
3:05 PM	3:15 PM	Dismissal	0				
TOTAL			345	TOTAL			280
First Grade							
Regular Dismissal: Monday - Thursday				Minimum Day/Early Dismissal: Friday			
Start	End	Section	Min	Start	End	Section	Min
8:05 AM	8:30 AM	Morning Routine & Soft Start	25	8:05 AM	8:50 AM	Morning Routine & Soft Start	45
8:30 AM	9:40 AM	Math	70	8:50 AM	9:30 AM	Math	40
9:40 AM	10:00 AM	Recess	0	9:30 AM	9:45 AM	Recess	0
10:00 AM	10:35 AM	ELA	35	9:45 AM	10:10 AM	Math	25
10:35 AM	11:20 AM	Enrichment (Art/Music/PE)	45	10:10 AM	11:10 AM	Foundation Skills	60

11:20 AM	11:50 AM	ELA	30	11:10 AM	11:30 AM	ELA	20
11:50 AM	12:25 PM	Lunch	0	11:30 AM	12:00 PM	Lunch	0
12:25 PM	1:40 PM	Foundation Skills	75	12:00 PM	12:40 PM	ELA	40
1:40 PM	2:25 PM	Science	45	12:40 PM	1:10 PM	SEL	30
2:25 PM	3:05 PM	Designated ELD	40	1:10 PM	1:30 PM	Closing Routine	20
3:05 PM	3:15 PM	Dismissal	0	1:30 PM	1:45 PM	Dismissal	0
TOTAL			365	TOTAL			280
Second Grade							
Regular Dismissal: Monday - Thursday				Minimum Days/Early Dismissal: Friday			
Start	End	Section	Min	Start	End	Section	Min
8:05 AM	8:35 AM	Morning Routine & Soft Start	30	8:05 AM	8:50 AM	Morning Routine & Soft Start	45
8:35 AM	9:45 AM	Science	70	8:50 AM	9:45 AM	Math	55
9:45 AM	10:00 AM	Enrichment (Art/Music/PE)	15	9:45 AM	10:00 AM	Recess	0
10:00 AM	10:20 AM	Recess	0	10:00 AM	10:15 AM	Math	15
10:20 AM	11:30 AM	Math	70	10:15 AM	11:15 AM	Foundation Skills	60
11:30 AM	12:15 PM	Designated ELD	45	11:15 AM	11:50 AM	ELA	35
12:15 PM	12:50 PM	Lunch	0	11:50 AM	12:20 PM	Lunch	0
12:50 PM	1:55 PM	Foundation Skills	65	12:20 PM	12:50 PM	ELA	30
1:55 PM	2:55 PM	ELA	60	12:50 PM	1:20 PM	SEL	30
2:55 PM	3:05 PM	SEL	10	1:20 PM	1:30 PM	Closing Routine	10
3:05 PM	3:15 PM	Dismissal	0	1:30 PM	1:45 PM	Dismissal	0
TOTAL			365	TOTAL			280
Third Grade							
Regular Dismissal: Monday - Thursday				Minimum Days/Early Dismissal: Friday			
Start	End	Section	Min	Start	End	Section	Min
8:05 AM	8:25 AM	Morning Routine	20	8:05 AM	8:30 AM	Morning Routine	25
8:25 AM	9:35 AM	Math	70	8:30 AM	9:00 AM	SEL	30
9:35 AM	10:00 AM	iReady	25	9:00 AM	9:45 AM	Math	45
10:00 AM	10:20 AM	Recess	0	9:45 AM	10:00 AM	Recess	0
10:20 AM	11:30 AM	ELA	70	10:00 AM	10:30 AM	Math	30

11:30 AM	12:15 PM	Writing	45	10:30 AM	10:40 AM	SEL	10
12:15 PM	12:50 PM	Lunch	0	10:40 AM	11:50 AM	ELA	70
12:50 PM	1:05 PM	Designated ELD	15	11:50 AM	12:20 PM	Lunch	0
1:05 PM	1:50 PM	Enrichment (Art/Music/PE)	45	12:20 PM	1:20 PM	iReady	60
1:50 PM	2:15 PM	Designated ELD	25	1:20 PM	1:30 PM	Closing Routine	10
2:15 PM	3:05 PM	Science	50	1:30 PM	1:45 PM	Dismissal	0
3:05 PM	3:15 PM	Dismissal	0				
TOTAL			365	TOTAL			280
Fourth Grade							
Regular Dismissal: Monday - Thursday				Minimum Days/Early Dismissal: Friday			
Start	End	Section	Min	Start	End	Section	Min
8:05 AM	8:25 AM	Morning Routine	20	8:05 AM	8:30 AM	Morning Routine	25
8:25 AM	9:35 AM	Math	70	8:30 AM	9:00 AM	SEL	30
9:35 AM	10:20 AM	Writing	45	9:00 AM	10:10 AM	Math	70
10:20 AM	10:50 AM	iReady	30	10:10 AM	10:25 AM	iReady	15
10:50 AM	11:10 AM	Recess	0	10:25 AM	10:40 AM	Recess	0
11:10 AM	12:20 PM	ELA	70	10:40 AM	11:50 AM	ELA	70
12:20 PM	1:05 PM	Science	45	11:50 AM	12:10 PM	SEL	20
1:05 PM	1:40 PM	Lunch	0	12:10 PM	12:30 PM	iReady	20
1:40 PM	2:00 PM	Designated ELD	20	12:30 PM	1:00 PM	Lunch	0
2:00 PM	2:45 PM	Enrichment (Art/Music/PE)	45	1:00 PM	1:20 PM	iReady	20
2:45 PM	3:05 PM	Designated ELD	20	1:20 PM	1:30 PM	Closing Routinw	10
3:05 PM	3:15 PM	Dismissal	0	1:30 PM	1:45 PM	Dismissal	0
TOTAL			365	TOTAL			280
Fifth Grade							
Regular Dismissal: Monday - Thursday				Minimum Days/Early Dismissal: Friday			
Start	End	Section	Min	Start	End	Section	Min
8:05 AM	8:30 AM	Morning Routine	25	8:05 AM	8:30 AM	Morning Routine	25
8:30 AM	9:40 AM	Math	70	8:30 AM	9:40 AM	Math	70
9:40 AM	10:25 AM	Writing	45	9:40 AM	10:25 AM	iReady	45

10:25 AM	10:50 AM	iReady	25	10:25 AM	10:40 AM	Recess	0
10:50 AM	11:10 AM	Recess	0	10:40 AM	11:50 AM	ELA	70
11:10 AM	11:30 AM	Designated ELD	20	11:50 AM	12:05 PM	iReady	15
11:30 AM	12:15 PM	Enrichment (Art/Music/PE)	45	12:05 PM	12:30 PM	SEL	25
12:15 PM	12:35 PM	Designated ELD	20	12:30 PM	1:00 PM	Lunch	0
12:35 PM	1:05 PM	Designated ELD	30	1:00 PM	1:20 PM	SEL	20
1:05 PM	1:40 PM	Lunch	0	1:20 PM	1:30 PM	Closing Routine	10
1:40 PM	1:55 PM	Writing	15	1:30 PM	1:45 PM	Dismissal	0
1:55 PM	3:05 PM	ELA	70				
3:05 PM	3:15 PM	Dismissal	0				
TOTAL			365	TOTAL			280

Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	133	345	47	280					180	36000	59045	23045
1	Yes	133	365	47	280					180	50400	61705	11305
2	Yes	133	365	47	280					180	50400	61705	11305
3	Yes	133	365	47	280					180	50400	61705	11305
4	Yes	133	365	47	280					180	54000	61705	7705
5	Yes	133	365	47	280					180	54000	61705	7705

Professional Development

Aspire JCA determines professional development using the Aspire Los Angeles priorities and end of year school data from the following sources: i-Ready, mClass, SBAC, ELPAC, Student SEL Surveys, and Curriculum Adoption. The administration team collaborates with the Aspire LA Regional Office to set dates and create a professional development scope and sequence for the upcoming school year using the regional and school priorities based on data.

Professional Development occurs after school on Wednesdays during grade-span Team Meetings and on Friday during our early release day with the whole and/or instructional staff led by the Principal, Assistant Principal, Dean of Students, Reading Interventionist, Lead Teachers, and/or Academic Program Managers from the Aspire LA Regional Office. Once the school year starts, additional professional development topics are added

depending on the needs from teachers as well as student data.

Sample Professional Development Schedule

Month	Topic
July	<ul style="list-style-type: none"> ● New Teammate Onboarding ● Optional summer PDs for teachers ● Lead Teacher Symposium
August	<ul style="list-style-type: none"> ● Region-Hosted Professional Learning <ul style="list-style-type: none"> ● Curriculum-based training and internalization <ul style="list-style-type: none"> ○ Special Education ○ Mentors and Resident PD ● School-site Hosted Professional Learning <ul style="list-style-type: none"> ○ Multi-Day School site convenings to discuss academic and culture goals for the year, data, building community ○ Beginning of year assessments ○ Safety, CPR ○ PBIS launch ○ Attendance plans ○ Co-teaching and Inclusion
September	<ul style="list-style-type: none"> ● Beginning of year data analysis ● Initial ELPAC and analyzing ELPAC results ● Training for new education specialists ● Curriculum internalization sessions ● Math walkthroughs and learning tours ● Mentors and Resident PD ● Monthly theme/intersectionality launch
October	<ul style="list-style-type: none"> ● Curriculum internalization sessions ● Curriculum refinement sessions ● Science Pedagogy PD ● PBIS and attendance review ● Mentors and Resident PD ● Monthly theme/intersectionality ● Ongoing Data Analysis
November	<ul style="list-style-type: none"> ● Curriculum internalization sessions ● Curriculum refinement sessions ● Mentors and Resident PD ● Monthly theme/intersectionality ● Writing Data Analysis ● Math Pedagogy PD ● Co-teaching and working with students with exceptional needs

December	<ul style="list-style-type: none"> ● Curriculum internalization sessions ● Curriculum refinement sessions ● Mentors and Resident PD ● Monthly theme/intersectionality
January	<ul style="list-style-type: none"> ● Semester 1 Review, Semester 2 strong start ● PBIS and attendance ● Special Education review ● Mid-year assessments ● Monthly theme/intersectionality
February	<ul style="list-style-type: none"> ● Mid-year assessment data analysis ● Writing Data Analysis ● Summative ELPAC ● Math Learning Tours ● Curriculum internalization sessions ● Curriculum refinement sessions ● LCAP staff survey input session ● Monthly theme/intersectionality ● Co-teaching and special education
March	<ul style="list-style-type: none"> ● Ongoing Data Analysis ● Preparation for SBAC for all students ● PBIS and Attendance ● Ongoing LCAP input ● Curriculum internalization sessions ● Curriculum refinement sessions ● Monthly theme/intersectionality
April	<ul style="list-style-type: none"> ● Preparation for SBAC for all students and students with exceptional needs ● Curriculum internalization sessions ● Curriculum refinement sessions ● Monthly theme/intersectionality
May	<ul style="list-style-type: none"> ● Reflection and LCAP input ● Long Term Planning ● Monthly theme/intersectionality
June	<ul style="list-style-type: none"> ● End of Year Data Analysis ● New curriculum training

Teacher Recruitment

As a public charter school organization with a clearly defined focus, Aspire JCA attracts 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 JCA’s multiple-stage approach

includes: a resume screen; telephone/video interview/screen, school site interview with a site hiring committee (discussed below); which may include a demonstration lesson with students; authorization check, credential check, and reference checks.

The Principal 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 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.
- *Classified Staff*: Actively participate in evaluating candidates through the interview process and demonstration lesson observation.
- *Parents*: Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

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

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 observations throughout the year from a trained team that includes school-site administrators, members of the Instructional Leadership Team, and Academic Program Managers from the Aspire LA Regional Office. These observations are grounded in Aspire's instructional rubric, the ASLF. Originally based on TNTP Core Teaching Rubric, the ASLF includes four 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.

Aspire Public Schools offers a tuition-free credentialing pathway for qualified internal staff seeking to become Education Specialists. This initiative is designed to expand access to high-need instructional roles while maintaining rigorous standards of selection and preparation. Eligible staff must meet minimum qualifications and successfully complete a structured interview process to be considered. Those accepted into the program will earn their Education Specialist credential

through Alliant International University. This program supports Aspire’s commitment to cultivating internal talent and promoting equitable advancement opportunities while upholding high standards for educator preparation and instructional excellence.

Aspire also partners with Alder Teacher Residency to address staffing needs in critical subject areas such as special education, mathematics, and science. Alder guides participants through an intensive, year-long residency program that includes graduate-level coursework and hands-on classroom experience at an Aspire school. Upon successful completion of the residency, candidates may be hired by an Aspire principal, contingent on school-based selection and staffing needs. This partnership is our commitment to instructional excellence and long-term educator retention of educators ready to serve in high-impact roles at Aspire.

In addition, Aspire works closely with local colleges and university special education departments to support educator development when possible. These collaborations may include presenting informational sessions about Aspire’s mission and career pathways, hosting online workshops, and offering student teaching placements at Aspire campuses. These efforts help strengthen the educator pipeline and ensure that future teachers are well-prepared to meet the diverse academic and social-emotional needs of Aspire students.

Meeting the Needs of All Students

English Learners

Aspire Public Schools implements its own Aspire-wide English Learner Master Plan.

As of the 2025-26 school year, our Aspire student population consists of 25%+ English Learners across 36 schools located in 3 different regions. Given that our population of English Learners and RFEP students within Aspire Public Schools make up nearly half of all students, we have designed our EL Master Plan to be an embodiment of our equity beliefs, outlining the required federal and state legal processes for assessment, designation, academic programming and reclassification of our scholars learning English.

Commitments

It is our goal that ELs have access to rigorous, standards-based curriculum and that our programs are also effectively working to accelerate students’ English proficiency to get them to Reclassification within 5-7 years. We believe to best achieve this goal, it is imperative that we are operating in alignment with the California English Learner Roadmap principles, written by Dr. Kenji Hakuta in collaboration with the English Learner Roadmap Workgroup and the California Department of Education (CDE).

- Principle One: Assets-Oriented and Needs-Responsive Schools
 - Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

- Principle Two: Intellectual Quality of Instruction and Meaningful Access
 - English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
- Principle Three: System Conditions that Support Effectiveness
 - Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
- Principle Four: Alignment and Articulation Within and Across Systems
 - English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Process for Identifying English Learners

Home Language Survey

The School administers the home language survey (HLS) upon a student’s initial enrollment into the school using a designated registration platform. The HLS is embedded within Aspire enrollment forms. The HLS consists of the following questions:

1. What language did the student learn when he or she first began to talk?
2. What language does the student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home (parents, guardians, grandparents, or any other adults)?
5. Which language would you prefer for information sent from the school to home?
6. Date student first enrolled in a K-12 United States school: ___/___/___

The home office will use the results of the HLS to determine the following as follows:

- English Only (EO) if the answers to all of the four questions on the HLS are “English.” The student will be categorized as English Only.
- or
- Possible English Learner if the answers to any of the first four questions on the HLS indicate a language other than English, or a combination of English and another language. Thus, the child will be assessed to measure his/her level of English proficiency using the Initial ELPAC. Until language classification is determined,

“TBD” will be entered into the student’s profile in Powerschool and CALPADS. Based on the results, they will receive instruction based on their proficiency level.

Transfer Students

Students who transfer from local district schools, private schools, out of the state or out of the country will follow the guidelines outlined below. Regardless of the sending school, all students will be looked up in the State longitudinal data system called CALPADS before assessing the student with the Initial ELPAC and all updates to student information will be entered into Powerschool by the school office or business manager and/or Home Office.

- Transfers from other California public school districts: Student records, including the cumulative file, will be requested by the receiving Aspire school upon enrollment. Upon receipt of records, the receiving Aspire school must review all records carefully in order to determine that the student is properly placed in the appropriate instructional programs. Cumulative files will ideally include the HLS, state assessment scores, report cards, and language classification (English Only (“EO”), Initial Fluent English Proficient (“IFEP”), English Learner (“EL”), Reclassified Fluent English Proficient (“RFEP”)) Student information will be cross-referenced with CALPADS.
- Transfers from private schools: Student records will be requested by the receiving Aspire school upon student enrollment. The initial identification and assessment process will be used for students entering from a private school. Students will be placed in the grade level assigned with the student age, and/or based on student transcripts.
- Transfers from out-of-country schools and out-of-state schools: Students enrolling at an Aspire school from outside of California or outside of the country will go through the initial identification and assessment process. Students will be placed in the grade level assigned with the student age, and/or based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

Assessment - Summative ELPAC

Once a student is identified as an English Learner, the Summative ELPAC will be administered every spring between February and May until they are reclassified as English proficient. The Summative ELPAC will be used to annually assess EL students’ progress towards mastery of the English language and reclassification, and will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing. The four areas tested by the ELPAC are Listening, Speaking, Reading and Writing and the overall scaled score falls within levels one through four.

Parental Notification of Initial Assessment Results

All Parents of EL students who are administered the Initial ELPAC receive official notification within 30 calendar days, informing them of their child’s:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student’s program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of IFEP students are informed of the results of the Initial ELPAC and how it was assessed along with their student’s official language classification.

Educational program(s) for English Language Acquisition

After English Learners are identified, Aspire JCA Academy offers Structured English Immersion (SEI) to ensure adequate progress towards mastery of the ELD standards. Structured English Immersion (SEI) Program is a language acquisition program for EL students in which all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. 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. Specially Designed Academic Instruction in English (SDAIE) strategies are used throughout the day to support the instructional program for English Learners. The Table below provides more information about our instructional program.

Components of English Language Development			
Purpose	Access to Content	The Language to Participate	Specific English Instruction
Methods	<ul style="list-style-type: none"> ● Visuals/Sketches ● Realia ● Labels ● Graphic Organizers ● Explicit vocabulary instruction 	<ul style="list-style-type: none"> ● Sentence Frames ● Oral Practice ● Structured Student Talk Routines (SSTRs) 	<ul style="list-style-type: none"> ● Grammar ● Structure
Instructional Avenue	Integrated ELD	Both Designated and Integrated ELD	Designated ELD
SDAIE	Content,	Interaction and	Language Study


Component	Connections, Comprehensibility	Participation	
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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.

At Aspire JCA, we support all educators to understand the components of English Language Development. Integrated ELD involves strategies that support access to the content including visuals, sketches, realia, labels, SDAIE strategies that include comprehension, interaction and participation. In the graphic above, SSTRs refers to structured student talk routines. We have partnered with Ensemble Learning in order to provide professional development so that educators can provide opportunities for students to discuss academic ideas and promote interaction and participation. The slide below is an example from a professional development series that trains educators how to implement structured student talk routines.

3 Components of Structured Student Talk

1. Structure
2. Language Supports (emphasizing target language)
3. Accountability



EMPOWERING MINDS.
TRANSFORMING FUTURES.

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.

At Aspire JCA, the curriculum used for Designated ELD is EL Achieve. All educators are trained to use *EL Achieve: Systematic ELD*⁴⁴, our English Language Development program. Students receive 30 minutes of daily designated ELD instruction and are grouped according to proficiency levels. During Systematic ELD instruction, English learners study how English works through a student-centered instructional approach that supports content-area success by strengthening language abilities. 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. There are also formative and summative

⁴⁴ <https://www.elachieve.org/systematic-eld/>

assessments aligned to the ELD standards that support educator and administrator understanding of adequate progress.

For the program offerings at Aspire JCA, teachers have an EL Authorization/CLAD certification. Teachers are assigned to Designated ELD based on student and program need, including English Learner enrollment data and Summative ELPAC scores. Teachers provide designated ELD instruction during a protected time throughout the day within their classrooms.

Instructional Program for Dually Identified Students or ELs with Disabilities

ELD instruction is mandatory for all English Learners, including those with IEPs, and occurs until they are reclassified. English Learners with disabilities receive ELD in the general education classroom with students of similar age/grade and language proficiency whenever possible. For English Learners with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development. The requirements for instructional time and grouping previously described for designated and integrated ELD apply to English Learners with disabilities. The IEP team decides placement of English Learners with special needs based on individual student needs.

At the IEP meeting, the team discusses the instructional components that have been identified to meet the student's individual needs and monitors the student's progress in ELD, which include IEP goals in the area of English Language Development, as well as accommodations/supports and services. In order to determine whether a student is making adequate progress in ELD, the IEP team uses assessments used by the classroom teacher and others appropriate for the student's disability. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, the IEP team reviews and revises the student's individualized goals, as well as accommodations/supports and services.

Using the results of the ELPAC to support and accelerate the student progress

Each fall, Aspire Junior Collegiate Academy administrators evaluate the previous year's ELPAC scores, looking at data overall, per grade level, per teacher, and then per student. This data analysis supports the year's goals for English Language Learners in both integrated and designated ELD. ELPAC data supports school-wide professional learning, grade span team meeting time, supports for students with IEPs, and specific supports for students that are not demonstrating adequate progress. Additionally, all teachers are given time to analyze their incoming student data so that they are aware of their students' strengths and areas of growth. They plan integrated ELD instruction using this data. Administrators and educators also partner to appropriately assign students to proficiency-level instruction during the protected designated ELD block.

Data is compared year over year to ensure that instructional plans and methods are meeting the needs of all learned. Access to the data through Power School and our Aspire-wide data portal ensure that data is updated and easily accessible.

Ensuring meaningful access to the curriculum

All curriculum adoption processes begin with a specific rubric that centers the needs of our students. This includes ensuring that whatever curriculum we adopt includes support for English Learners at all proficiency levels. In our recent science and mathematics adoptions and in our upcoming ELA adoption, there are specific supports for ELs throughout (see chart above). These supports are aligned to the English Arts/English Language Development Framework. At Aspire JCA, we believe that educators need to be explicitly developed on the use of all curriculum, and specifically supports for our students identified as ELs and our dually identified students that receive support through special education.

Our ASLF tool calls for specific strategies that encourage building a culture of learning where all students, including students at all levels are meaningfully engaged with the content. We also ensure that students are working with content that is aligned to appropriate standards, including ELD standards during both designated and integrated ELD. We also expect academic ownership of all students regardless of language proficiency level and our educators are supported in providing appropriate scaffolds including structured student talk routines, sentence frames, and vocabulary instruction. Finally, we use principles of UDL to ensure multiple means of action and expression so that students have many opportunities to demonstrate their learning using academic language.

Annual evaluation of the charter school's EL program

In addition to regional strategic planning, and in accordance with Federal Program Monitoring requirements, each Aspire school will annually evaluate the effectiveness of its EL program. The EL program evaluation will take place through the state required LCAP Annual Update process with additional analysis upon the release of the most current Summative ELPAC scores. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency within 5-7 years. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards including EL chronic absenteeism.
2. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
3. Whether to eliminate specific EL activities proven to be ineffective.

After the release of the school's Summative ELPAC scores, staff will review students' progress on the Summative ELPAC between school years. This information is used to inform programming decisions such as Designated ELD scheduling and staffing, a focus for ongoing professional development specific to the needs of their ELs, and reclassification prior to the start of a new school year. All of these decisions are identified in alignment with the regional and school strategic plans and reported on to the Annual Aspire ELD Services Reporting form.

The LCAP Annual Update process consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other Aspire administrators regarding the school site strategic plan.

The Annual Update analysis consists of the following components:

1. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners

2. Reclassification rates and students at risk of being identified as Long-Term English Learner
3. In depth review of site MLL program evaluation
4. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
5. Evaluation of the LCAP EL Goals, Actions, Outcomes, and expenditures

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

Process and criteria for EL reclassification

Reclassification is the process whereby a student is reclassified from English Learner (EL) to Fluent English Proficient (RFEP) based on state and district criteria. In order to reclassify, a student must meet all of the criteria listed below:

1. Score of “4” on the Summative ELPAC. Score of “3” if taking the Alternate Summative ELPAC.
2. Teacher Evaluation
 - a. Teachers evaluate students on speaking, listening, reading and writing tasks in class. Teachers measure how well students express ideas clearly and communicate using academic language. Elementary students at Aspire meet the teacher evaluation criteria by receiving an ELA progress report card composite score of 2 or above.
3. Parent/Guardian Consultation
 - a. School administrators consult with parents/guardians by reviewing student data and asking for input.
4. Basic Skills Assessment
 - a. student performance in basic skills is compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. A student can show proficiency using any one of the following assessment benchmarks.

Assessment	Grade Level(s)	Requirement <i>(Read more about the rationale for each requirement here)</i>
mClass	TK-2	At or above benchmark
iReady Reading	3-11	Scoring at or above the average English Only (EO) scale score for their region minus the standard deviation, grouped by grade level and Special Education Indicator (as appropriate) after each iReady testing window. See thresholds here .
SBAC ELA	3-8, 11	Score of 2 (Standard Nearly Met) or above
iReady Reading	12	Early on grade level placement or above as determined by the threshold score below for 12th grade.
CAA for ELA	3-8, 11 for Students with Disabilities on Alternate Curriculum	Level 2 or above
Brigance	TK-12 for Students with Disabilities on Alternate Curriculum	Composite Score=85+/ Percentile Score=16+ in the following areas: Overall Language Development (Expressive), Overall Language Development (Receptive), Overall Academic Cognitive (Literacy and Mathematics) (Reference)

Process for monitoring EL Progress, RFEP students, and “At Risk” of becoming an LTEL student

During an annual data review, each EL student’s progress is measured against Aspire reclassification criteria. This happens one time a year, at minimum. In addition, progress of ELs is monitored through analyzing subgroup data on Aspire-adopted assessments in Math and ELA. Data analysis indicates which students may be on or off track to reclassify, and which students may need additional support and scaffolds to master language in the content areas. This annual data review is intended for all instructional staff supporting an English Learner, the student, and families to analyze student progress towards reclassification and identify strategies to support the student’s continued progress. For EL students with disabilities, the annual data review is intended to take place with the IEP team.

This review includes data from ELPAC and Aspire adopted assessments to measure reading and math.

Each English Learner is assigned a progress monitoring form within Aspire’s SIS (PowerSchool), which includes data to review including the following:

- Initial and/or Summative ELPAC scores
- CAASPP scores (for grades 3-12)
- Designated ELD schedule and grades (if available)
- Aspire-wide assessment scores for Reading: iReady (3-12), mClass (K-2)

After reviewing a student’s data, educators have an opportunity to identify targeted integrated ELD strategies and assign accessibility supports for state testing. This information is used to populate an English Learner Progress Monitoring Report from PowerSchool that is distributed to families and placed in each student’s cumulative file.

Along with this process, reclassified students are monitored for 4 years using the same process identified above, but with the following data points:

- CAASPP scores (for grades 3-12)
- All core content standards progress (elementary)
- All core content grades (secondary)
- Aspire-wide assessment scores for Reading and Math: iReady (3-12), mClass (K-2)

This annual data review is intended for all instructional staff supporting a recently reclassified student. The goal is to analyze the student’s access to core content and whether language may be a barrier to this access. For RFEP students with disabilities, the annual data review is intended to take place with the IEP team. If any of these data points suggest that a student is falling behind, the team has the opportunity to re-integrating the student back into Designated ELD and/or offering targeted Integrated ELD support again. Individual reclassified students’ progress monitoring report is also kept in the students’ cumulative files.

Students who are at risk of becoming Long Term English Learners (LTELs) are also monitored throughout the year through the same data processes. We have the ability to identify these students easily on our dashboard and they are supported through our MTSS systems. Students and families are also consulted to discuss their academic progress and the

importance of their efforts towards reclassification. We empower both students and parents with information so they know the importance of reclassification before they are considered an LTEL.

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

Aspire JCA identifies GATE students in accordance with the Aspire Los Angeles regional policy. Aspire JCA offers a Gifted and Talented Education (GATE) program to those who are formally identified by LAUSD as accelerated learners. JCA offers referral to three different categories of giftedness: Intellectual Ability, High Achievement, and Specific Academic Achievement. Intellectual Ability refers to those students whose general intellectual development is markedly advanced in relation to their chronological peers. High Achievement refers to students who show two consecutive years of advanced performance on the SBAC assessment in both English-Language Arts and Math. Specific Academic Ability refers to students who show three consecutive years of highly advanced performance in either English-language arts or math.

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

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

JCA sends identified teachers and Deans of Instruction to training to deepen understanding of strategies to support gifted learners. GATE students participate in differentiated projects and experiences that allow students to explore the depth and complexity of the Common Core State Standards. Academic opportunities, both within and outside of the regular school day, are provided for students participating in the GATE program.

Because Aspire's instructional strategies and curriculum are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level are effectively served at JCA. For instance, the instruction during English Language Arts allows students to read at a variety of reading levels, both above and below grade level, while still accessing the core content of the curriculum. Small group instruction also aids in differentiation since classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the

Gifted Educational Program Standards ⁴⁵.

The goal of the gifted and talented program at JCA is to provide continuity between general education curriculum and project based learning. GATE students are allowed the opportunity to research, create, apply, and present new information related to the topics learned in class. Students design projects with purposeful, specific end goals that include participation in a culminating activity. Interdisciplinary units and final cumulative projects are aligned with all of the program recommendations for gifted learners. These projects allow high performing students to challenge themselves to explore the depth and complexity of a topic and collaborate with other high performing peers. Interdisciplinary units and final cumulative projects are aligned with all of the program recommendations for gifted learners. These projects allow high performing students to go deep into a topic until they are challenged. It allows a natural source of differentiation.

Progress monitoring of students participating in the GATE program is ongoing throughout the school year. Data is tracked using a student data tracker inclusive of all Aspire-wide assessments and site specific end of unit reading assessments. Additionally, GATE students have a monthly check in with the GATE coordinator on campus (usually the Dean or a designated teacher) to work on extension projects and/or plan specific presentations to enhance learning. To ensure that all students formally identified by LAUSD as an accelerated learner, A Los Angeles Regional academic program manager directs and oversees the GATE program at the all Aspire Los Angeles Schools. The onsite designee for parents regarding GATE is the Assistant Principal.

Students Achieving Below Grade Level

Identifying students achieving below grade level

Throughout the year, JCA analyzes a variety of formative and summative data to identify areas of need and opportunities. Aspire JCA's school-wide data analysis structure consists of several systems. After each assessment period, the administrative team, both general education and special education teachers, meet to analyze data and plan next steps collectively.

We have a specific routine for our i-Ready Diagnostic assessments as those contribute to our overall understanding of how students are progressing throughout the year. Our data analysis protocols for iReady Math and ELA in grades TK-5 and mCLASS DIBELS (TK-3) guides teachers to analyze whole class data and student subgroups (ELLs, SPED, Gender, SED). Teachers review the detailed data reports focusing on student proficiency and growth, identify strengths, and areas of needs. This specific routine of analyzing student-level data is how students are identified as needing additional support.

Meeting the needs of students achieving below grade level

During the data meetings, the teachers discuss student observations compared to their performance on the assessment. They reflect on their own practices and create actionable next steps to target whole-group, small group, and individual needs. The team supports these

⁴⁵ <https://www.nagc.org/national-standards-in-gifted-and-talented-education>

discussions with identifying a focused need for each group and discussing planning supports and resources to help with students' needs. The team identifies and recommends students for reading intervention as well as any students who may benefit from entering an SST (Student Success Team) which could also lead to a recommendation for special education assessment. Teachers also reflect on ways to support students who are on or above grade level to continue to support student engagement and continued growth. After data meetings, co-teaching and team teaching teachers collaboratively adjust lessons to ensure that supports are in place to address possible gaps. Teachers use the data to create their weekly small group lessons to address specific skills/concepts and regularly use exit tickets to adjust upcoming lessons and/or to their small groups.

In addition to holding data meetings with classroom teachers after each assessment period, the administrative team participates in Data Stepback meetings three times during the school year with members from the Aspire Los Angeles Regional Team. During this time, the team discusses historical data, comparative data, subgroup data, and creates action steps for the administrative team to support school goals and needs. Some of these next steps include observation cycles, identifying which educators may benefit from additional coaching and planning support, adjusting the professional development calendar, and determining support from the Regional Academic Program Managers.

Monitoring student progress

For our students furthest from standard, the region has implemented a monitoring progress for focus students. Focus students are selected based on their Distance From the Standard (DFS) score on the DIBELS, SBAC, and iReady data. Students scoring lower than -70.1 DFS (ELA) or -95.1 (Math) and students without SBAC data scoring 2+ grade levels below on iReady are identified as Focus Students. At JCA, we support overall academic growth through intervention and more frequent progress monitoring for our *students who are furthest from grade-level standards*. This allows us to make data-driven decisions when planning and enacting academic instruction. We follow the guidance from the Aspire LA Regional Office and we specifically monitor focus students in the following ways:

Math:

- Weekly: end of lesson exit ticket data
- Unit: comprehension check data
- Diagnostic: proficiency score and progress to annual typical growth

ELA:

- Monthly: DIBELS PM (1st-3rd*) or Fluency Passages (3rd*-12th)
- 3rd grade ELA students MUST meet 2nd grade letter-sound criteria (NWF-CLS) from mClass before moving to 3rd grade level fluency passage. In a single month, students do not complete both.
- Diagnostic: proficiency score and progress to annual typical growth

Classroom teachers are responsible for monitoring focus students and the admin team and regional team also have access to the data in order to ensure that students are making progress on grade level standards.

Socioeconomically Disadvantaged/Low Income Students

Aspire JCA Academy is committed to meeting the unique needs of socioeconomically disadvantaged/ low-income students. We recognize that these needs are distinct from academic achievement and require holistic support, resources, and partnerships that ensure equitable access to the educational experience that Aspire JCA seeks to provide.

JCA will identify students in this group through Free and Reduced-Price Meal eligibility socioeconomic surveys, enrollment forms, and/or family intake questionnaires. Additional information may be collected through family outreach and community partnerships.

The Charter School will ensure that socioeconomically disadvantaged students experience full equitable access and opportunity within the school community by addressing barriers to basic needs, participation, and enrichment. These supports will be coordinated by the MTSS team that are led by a designated Charter School administrator and delivered by counselors, teachers, and community partners.

Meeting the Unique Needs of Students

JCA will design its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

- *Basic Access Supports* - To ensure equitable access, the school will provide free/reduced-cost meals, school supplies, and hygiene resources.
- *Family and Community Engagement* - The school will engage families through translation services, bilingual communication, parent workshops and flexible meeting times. We will connect families to offer resources in partnership with community-based organizations.
- *Social-Emotional Supports* - Students will have access to counseling or mental health services, Check in and Check out supports provided by counselors, teachers, org trained support.
- *Enrichment and Opportunities* - Students will receive equitable access to all after-school programs and enrichment opportunities.

Monitoring Progress

Progress monitoring will be completed through the MTSS team. JCA will monitor progress through a student check-in and check-out system that monitors student socio-emotional needs, academic progress, and attendance.

Progress will be reviewed by the MTSS team on a quarterly basis, with findings discussed to tailor student support based on progress.

Input from students and families will be collected through surveys and check-ins to be used in order to adjust the support and resources.

Students with Disabilities

NOTE: The FSDRL contains the provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

Students in Other Student Groups

Although a small population, JCA is dedicated to supporting Foster Youth and students experiencing homelessness by addressing their unique circumstances and barriers. We commit to ensuring that these students receive consistent access, wraparound support, and equitable opportunities to thrive in our learning community.

The school will identify students in this group through enrollment questionnaires/state CALPADS indicators, liaison referrals, and collaboration with county child welfare and housing agencies. Additional identification will occur through teacher observations, counselor check-ins, and/or family outreach.

Services and support will be delivered by liaison, counselors, family engagement staff and community partners, and overseen by liaison and MTSS team lead.

Meeting the Needs of Students

- *Basic Stability and Access Supports* - We will provide transportation assistance, meal access, school supplies, clothing, and hygiene kits to ensure students have the essentials needed to participate fully in school activities.
- *Designated Liaison and Coordination* - A Foster Youth and Homeless Student Liaison will serve as the primary point of contact. This staff member will coordinate services with service providers and community organizations to ensure continuity of care.
- *Social-Emotional and Counseling Support* - Students will have access to school-based counseling provided by school counselors and offered outside services.
- *Academic and Enrichment Access* - Students will receive equitable access to all school and enrichment opportunities. The MTSS team and McKinney-Vento/Foster Youth Liaison will work to support students with any barriers to access they may experience.

Monitoring Progress

The MTSS team will track and review data such as attendance, academic, school stability, and participation in SEL resources provided for this student population. Progress will be monitored by the MTSS team and McKinney-Vento liaison on a quarterly basis, with findings used to inform individual support plans, interventions, and family outreach. Student and family input will be gathered through surveys and check-ins, ensuring that services are aligned to student needs.

Our Charter School will ensure that Foster Youth and students experiencing homelessness have consistent access to stability, resources, and opportunities, regardless of external circumstances. By leveraging dedicated staff, community partnerships, and data-informed support, the school will provide a safe and equitable environment for every student in this group.

Role of the Homeless and Foster Youth Liaison

The liaison will ensure that:

- Homeless children and youths are identified by school personnel through outreach and coordination with other agencies
- Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in school
- Homeless families, children, and youths have access to and receive educational services for which they are eligible
- Homeless families, children, and youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
- The parents or guardians of homeless children and youths are informed about the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in their children's education.
- Public notice of the educational rights of homeless children and youths is posted in the main office.
- Enrollment disputes are mediated according to the law.
- The parent or guardian of a homeless child or youth, and any unaccompanied homeless youth, is fully informed of all transportation services, including transportation to the school of origin.
- Maintain documentation and accurate records of interventions

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

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

Other Performance Targets

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

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Aspire JCA uses an Aspire-wide Assessment Framework. Research ⁴⁶ underscores the effectiveness of aligning assessments with an MTSS framework in order to empower educators to make data-informed decisions based on student needs, identify students for targeted interventions, and promote a culture of continuous improvement. By regularly collecting and analyzing data, we can adapt instructional strategies, assess the effectiveness of interventions, and refine those supports with the ultimate goal of enhancing student learning and achievement. An assessment framework is most effective when student data are used to guide meaningful decision making and when ongoing, systematic problem solving is consistently used for all students from enrollment to graduation to make decisions across a continuum of student needs.

Verified Data

In addition to statewide assessments (SBAC, CAST, ELPAC, etc.), AB1505 gives middle performing charter schools the option to administer assessments that serve as verified data. The Aspire-wide required assessments meet the CDE’s criteria for verified data to be used for charter renewals based on AB1505. Legislation AB 1505⁴⁷ allows charter schools to provide charter authorizers with evidence-based, valid, reliable and standards-aligned student growth data in both ELA and Math for grades K-12.

Starting in the 2021-2022 school year, Aspire adopted an org-wide, uniform approach to meeting this data requirement by implementing org-wide assessments selected from the approved list of verified data sources⁴⁸ generated by the CA Department of Education inclusive of mCLASS and i-Ready. The law stipulates that 95% of scholars (overall and in specific subgroups) will have verifiable data to submit to the state.

What are the verified data measures and publisher guidance on student annual growth⁵⁰ as compared to peers?

- Schools that meet or exceed the following amounts of median Typical Growth from the Fall to the Spring can be said to have achieved sufficient growth during the year.
 - Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K-5
Math	80%
Reading	75%

⁴⁶ McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford Publications.

⁴⁷ https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1505

⁴⁸ <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

- mCLASS Zones of Growth (ZoG)
 - Additionally, Aspire JCA students in grades Kindergarten through Second Grade take DIBELS mCLASS.

Below are the current Aspire-wide assessments. These are the assessments that an Aspire student takes in the Los Angeles Region.

Internal Assessments				
Assessment	Required Grades	Purpose	Required Frequency	Description
	K-2 (available K-8)	Universal Screener & Quasi Diagnostic Reading Risk Screener	3x per year	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
mCLASS Lectura	K-2	Reading Risk Screener (Spanish)	1x per year	mCLASS Lectura is the Spanish counterpart for mCLASS DIBELS 8th. When used together with mCLASS DIBELS 8th, mCLASS Lectura features a Dual Language Report that analyzes reading risk screening results in both languages. See the K-2 Screening section for more guidance on students who should take the reading risk screener in both English and Spanish
i-Ready ELA	3-11 (available K-12)	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Lexile information and domain placements for insights into reading performance.
iReady Math	K-11 (available K-12)	Universal Screener & Diagnostic	3x per year	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
Student surveys	3-12	Universal screener	2x per year	Student SEL surveys serve as a universal screener and are administered twice a year Aspire-wide
State required Assessments				
Assessment	Required Grades	Purpose	Required Frequency	Description
SBAC CAA	3-8,11	Summative (state required)	1x per year	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

				<p>Assessments is to assess student knowledge and skills in English language 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>
<p>CAST CAA Science</p>	<p>CV and LA: 5,8,12 BA: 5, 8, 11</p>	<p>Summative (state required)</p>	<p>1x per year</p>	<p>CAST is the state science assessment intended to assess the NGSS standards. Students will take the CAST in the 5th and 8th grades 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>
<p>Initial ELPAC Alt ELPAC</p>	<p>K-12 (new TBD students)</p>	<p>Universal Screener (state required)</p>	<p>1x only</p>	<p>Initial ELPAC is the state assessment for identifying MLL 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>
<p>Summative ELPAC Alt ELPAC</p>	<p>K-12</p>	<p>Summative (state required)</p>	<p>1x per year</p>	<p>Summative ELPAC is the state assessment for all 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 English Language Progress Indicators (ELPI) for the CA School Dashboard and for federal accountability.</p>
<p>PFT</p>	<p>5, 7, 9</p>	<p>Summative (state required)</p>	<p>1x per year</p>	<p>The Physical Fitness Test (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 offer a degree of defense against diseases that are caused by inactivity. PFT participation data for all 5</p>

				components is reported each year on the School Accountability Report Card (SARC)
DRDP	TK-K students with IEPs	Developmental Profile / Diagnostic	1x within 60 days of enrollment in TK or K; once in spring	A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families used to inform instruction and program development.

Data Analysis and Reporting

Aspire JCA 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 Aspire LA Regional Office:

- Staff will receive data on student achievement during staff meetings using Aspire’s internal Data Portal and will use this data to give feedback and improve upon JCA’s educational program;
- The Principal and other administrators will receive data on the Charter School’s student achievement, attendance, and discipline using Aspire’s Admin Data Portal and through the Aspire LA Regional Office data decks;
- Parents and guardians will receive data on student achievement when they meet with their child’s teacher during student led conferences; and
- JCA will receive data on student achievement through the California Dashboard, Data Quest, and other public data systems.

Aspire uses the CAASPP and ELPAC reporting systems to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organizational level. Additionally, the California Physical Fitness test will be administered and used to inform The Charter School program. Every summer JCA will have a staff convening where the data will be analyzed. School-wide plans for professional development will be based on these plans.

Aspire JCA uses many in-house assessments which inform daily instruction, as described above in our assessment framework. Aspire utilizes assessments to provide benchmarks of a student’s progress towards meeting the state standards in reading, writing, and math. If any student is not making sufficient progress to meet the benchmarks created by Aspire, teachers, parents or administrators begin a Student Success Team. From this meeting an action plan is created to support the student.

Annually, the status of the Charter School will be reported using an internal School Health Dashboard. This tool allows Aspire LA’s Regional Leadership Team and Aspire’s Governing Board to evaluate a school on more than one facet. At the beginning of the year, the dashboard

will help the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

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

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

At the regional level, all data is reviewed and analyzed by the Regional Leadership Team in order to direct regional professional development and assist in principal development and the ability to give meaningful feedback and training to teachers. At every level of decision-making, the data of each significant subgroup (as addressed in this petition) is reviewed/analyzed separately in order to create specific and meaningful interventions and responses to its unique needs and challenges.

External Reporting

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

Grading, Progress Reporting, and Promotion/Retention

Teachers shall evaluate a student's work in relation to the Charter School's Board-adopted academic standards (see below) which apply to all students at their grade level, not in relation to the work of other students in one particular class. The designee, The Superintendent of Equitable Instruction, shall establish and regularly evaluate a uniform grading system, and Principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

Grades should be based on impartial, consistent observation of the quality of the student's work and their mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods (e.g., class assignments, projects, presentation, homework, tests, portfolios, etc).

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

Academic Standards

The Board recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards for student achievement that meet or exceed Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), the History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as, “State Standards”) and challenge all students to reach their full potential.

The Charter School’s Board-adopted academic standards shall be based on a review of State Standards and an assessment of the skills that students will need in order to be successful in the workplace and in higher education, including basic skills, problem-solving abilities and conceptual thinking. Special care shall be taken to ensure the proper articulation of standards among all Aspire schools.

Staff shall continually assess students' progress toward meeting the Charter School’s academic standards and shall offer remedial assistance. The Charter School’s academic standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment.

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

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

Type and Frequency of Progress Reporting:

- Report cards are provided twice a year during Student Led Conferences

Individual Student Academic Progress

The Charter School ensures families receive timely, detailed, and meaningful updates on their child’s academic progress through various communication tools and meetings, including:

- Final Semester Reports: At the end of each semester, they receive a comprehensive final grade report, reflecting their overall achievement and mastery of course content.
- Parent Conferences: Scheduled throughout the academic year, these meetings provide families with personalized discussions with teachers about student performance and progress. Teachers use internal assessments, and other academic indicators to monitor progress and inform parents of strengths, areas for growth, and strategies for improvement.
- IEP Progress Reports: For students receiving special education services, these reports ensure families are informed about their child’s progress toward individualized goals and any necessary supports or adjustments. These reports are given at least at every progress reporting period
- Student Support Team (“SST”) Meetings: For students requiring additional academic or behavioral interventions, SST meetings bring together families, educators, and support staff to develop targeted action plans for student success.

Retention

As early as possible in the school year, the Charter School principal shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the practice below. Students shall be identified on the basis of the assessment results on the CAASPP and the minimum levels of proficiency recommended by the State Board of Education and, in addition, local assessments and grades.

Retention, according to the state of California and Aspire Public Schools, is intended to be an intervention that further supports the student’s academic growth and career to ensure college and career access and success. Making the decision to retain a student (holding a student back to repeat a grade) is an important decision that will not be taken lightly. The Charter School and parent/guardian can determine if the student is showing lack of progress as early as six weeks into the school year if the student had previously attended the Charter School the year before and as early as 12 weeks if the student is new to the Charter School. The Charter School must assemble a team to look at data and communicate progress or lack thereof to the parent/guardian at least four times throughout the year. The Charter School must communicate an intervention plan and resources/support to parents. If progress has not been made after consistent intervention and support and consistent attendance from students, then the Charter School team will communicate to parents at least 6 weeks before the end of the school year. The decision must be made in the best interest of the student’s academic and social-emotional development, with the approval of the parent/guardian.

Below is the practice Aspire Public Schools will adhere to when implementing the potential retention of a student:

- The pupil’s grades have been consistently below grade level throughout the academic year on grade-level assignments and assessments compared to their peers and academic standard of that grade level
- The student’s reading proficiency is far below grade level as measured by academic assessments, including mCLASS (K-2 ELA) and iReady (K-5 Math & 3-5 ELA)
- The student’s math proficiency is far below grade level as measured by the Charter School’s standardized mathematics assessment
- The pupil had access to a fully credentialed permanent teacher(s) throughout the year

- The Charter School has a designated team that met regularly to identify the student, provide supports and collaborated and communicated with the parent at least 4 times throughout the year, at least six weeks apart
- The school site team consisted of child's classroom teacher(s), administrator, school counselor, education specialist or intervention teacher and the child's parent/guardian,
- The Charter School team has record of the meetings, data presented and interventions/supports implemented
- The Charter School implemented at least two documented SST's with supports for the student with at least two cycles of revisiting, revising and continuing to implement the plan with fidelity
- If the student has an IEP, the IEP Team (General Education Teacher, Education Specialists, School Psychologist, School Site Administrator, any any related Service Providers) must convene (and there should be no SST meeting held for those students as it is duplicative) to discuss what adjustments may be required for the student's IEP to ensure appropriate progress based on their disability. If retention is being considered, the IEP team must discuss and make a recommendation to the appropriate administrator for final determination. The decision to retain is not considered an IEP placement decision, final determination is made by a school administrator in consultation with the parent(s). However, the IEP team meets to discuss questions as guided by the CDE and to determine if the IEP was appropriately calibrated for Educational Benefit and implemented with fidelity. If the Charter School determines retention appropriate, a follow-up IEP meeting may be necessary to discuss progress towards grade level goals and any additional support and services that could be necessarily associated with the change in grade level.
- The parent/guardian has received 35 day notice that the Charter School team has made the recommendation to retain and give parent/guardian the option to meet with the team to consult
- Superintendent approval once parent/guardian signs and approves

If the Charter School meets all of the above criteria, they must also provide:

- The Charter School must send a written notice to the family and schedule a call with parent/guardian to confirm receipt of notice
- The Charter School must communicate the parent/guardians right to appeal and timeline
- The parent/guardian has the right to appeal verbally or in writing to the team the decision to retain within 7 school days of the date of written notice
- If parent/guardian appeals, then the Charter School must provide a meeting and hearing for parent/guardian to publicly appeal with the classroom teacher, an administrator and a regional support teammate
- For kindergarten students, retention is only an option if the above criteria are met and both parent/guardian and the Charter School must agree that the student may continue in kindergarten no more than one additional school year. Additionally, the Charter School must complete a Kindergarten Continuance Form. We do not offer retention within our TK program and all students completing TK will move into kindergarten the following year.

*If the parent/guardian requests retention of the student, the parent(s)/guardian(s) will be invited to an SST meeting to discuss their concerns, review data, and discuss possible interventions. If

the Charter School determines that the student is demonstrating a lack of progress, the Charter School will communicate an intervention plan and resources/support to parents and proceed with the retention procedures set forth above. If the Charter School decides against retention of the student, the parent/guardian may appeal the Charter School's decision in accordance with the appeal procedures set forth above.

Promotion

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

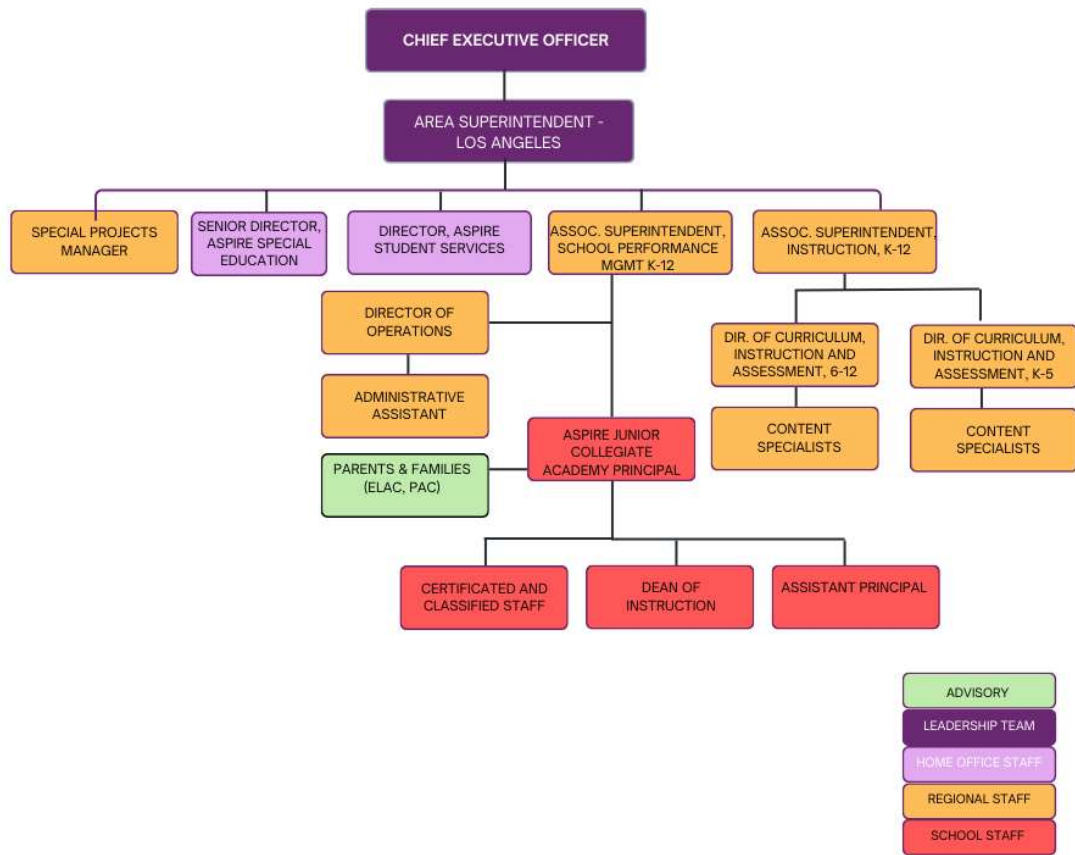
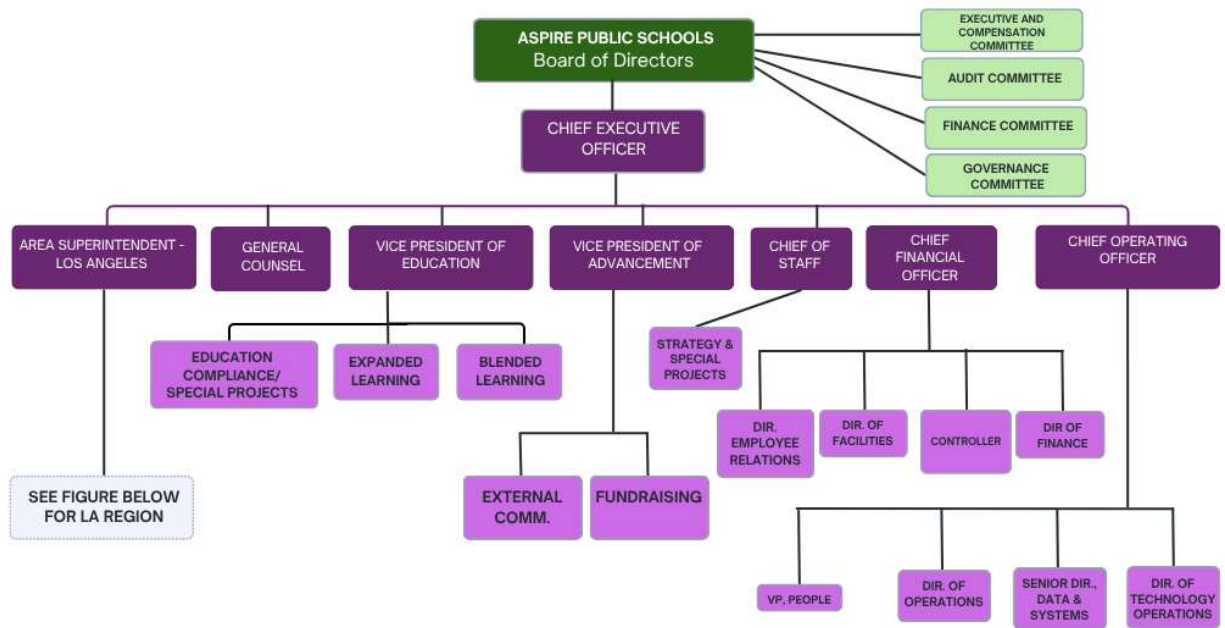
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE



The Charter School is an independent charter school governed by the Aspire Public Schools Board of Directors (“Board” or “Board of Directors”) in accordance with California’s Charter

Schools Act and Nonprofit Public Benefit Corporation Law. The Charter School will be governed pursuant to the Board of Directors' Bylaws, as subsequently amended pursuant to the amendment process specified in the bylaws.

In accordance with the Brown Act and LAUSD requirements, the Charter School shall post all governing board meeting agendas and the Bylaws on the Charter School's public website (<http://aspirepublicschools.org/about/accountability/>), (https://aspirepublicschools.org/discover_aspire/accountability/aspire-board-of-directors-bylaws/), or utilize an "integrated agenda management platform", consistent with the requirements of Government Code Section 54954.2(a)(2)(d).

Aspire Public Schools currently has a dedicated General Counsel and will retain outside legal counsel when necessary.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Aspire Board of Directors consists of three (3) to eleven (11) members. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire's work.

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

Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire's Board and Home Office and Regional Leadership 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 completing a Nomination Form.
- Candidate names and bios shared with the Board, Executive Committee, and/or an ad hoc Governance Committee.
- The Board or its designated committee considers alignment with Aspire-identified Board composition goals established by the Board and selects prospects for initial conversations.
- Executive Director(s), Board Chair, and/or designated committee have an initial vetting conversation with potential candidate to assess candidate alignment with Aspire values using Board candidate questions.
- Candidates with mutual interest are sent a packet by Aspire staff that includes:
 - Board member job description

- o Annual board meeting schedule
- o Overview of disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
- o Aspire overview
- o Organization chart
- Aspire Home Office and/or Regional Leadership has a conversation with candidate to discuss strategic Aspire issues. Feedback shared with designated committee.
- Additional conversations with designated committee and other members of the Board as needed using board candidate questions.
- Aspire provides an opportunity for the candidate to visit an Aspire school in their region (*i.e.*, Central Valley, Los Angeles, or Bay Area, depending on the candidate's residence).
- Designated Committee makes recommendation to full Board.
- Board votes on nominations.

Preferably, a newly appointed Board member's term begins at the full Board meeting after the candidate accepts membership.

Once a candidate completes this process a decision will be issued by the Board based on a majority vote.

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

- ***Skill Set*** – All Board members must have expertise in an area that is valuable to Aspire's operations, especially where there are gaps in the Board skill set.
- ***Fundraising Capacity*** – All Board members are required to support the fundraising goals and program of the Organization.
- ***Diversity*** – Geographic, racial, ethnic and gender diversity are very important factors.

ASPIRE PUBLIC SCHOOLS BOARD COMMITTEES

Executive Committee - Assists the Board by having the authority to act on behalf of the Board between Board meetings.

Responsibilities include:

- Routine compliance reports to chartering authorities, including, but not limited to, regional or school-based finance and audit reports;
- Routine submissions to chartering authorities related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school admission preferences or policies;
- Student discipline matters requiring Board review;
- Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
- Board of Directors and Executive Committee meeting minutes;
- Quarterly financial statements;
- Executive Director evaluation recommendation;
- Executive Director CFO compensation recommendation;

- Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
- Organizational and routine compliance policies;
- Review and approval of Local Control and Accountability Plans (“LCAP”) for each individual Aspire charter school;
- Construction project budgets for any project less than \$2M; and
- Urgent matters that arise unexpectedly between Board meetings

Audit Committee - assists the Board in the Board’s oversight of the quality and integrity of Aspire’s accounting, reporting, and auditing practices.

Responsibilities include:

- a. Review and approve or reject the independent auditor recommended by the CFO
- b. Review and approve audit
- c. Review audit findings
- d. Review and approve Forms 990

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

Responsibilities include:

- Identify, cultivate and recruit new directors to serve on the Board.
- Support orientation of new directors
- Engage now 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

Finance Committee - To provide financial oversight for the organization.

Responsibilities include:

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

GOVERNANCE PROCEDURES AND OPERATIONS

The term of any Board member shall not exceed four (4) years. Early in each school year, the Board of Directors sets and approves its annual calendar of meetings. All Board meetings are noticed and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c). The Board of Directors shall meet at least four (4) times a year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. Meetings shall be conducted within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by Aspire reside. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the

presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act.

Agendas will be posted in areas that are consistent with legal requirements and convenient to staff, students, and parents for viewing, including, but not limited to: the Charter School's website, on doors to the Charter School and main office, and on all Aspire school sites.

The Board will attend an in-service for the purpose of training individual Board members on their responsibility with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

ASPIRE'S LEADERSHIP STRUCTURE

- Chief Executive Officer, – This role oversees Aspire Public Schools, which provides support and services to all Aspire schools and Aspire LA Regional Office. This role also oversees the Aspire Foundation, which leads Development, Communication, and Advocacy for the Organization.

-Chief of Staff (“COS”) – The COS is responsible for leading strategy for the organization including strategic planning. The COS works to ensure a focus on organizational priorities.

- Chief Financial Officer (“CFO”) – The CFO is responsible for general accounting and financial planning and analysis, as well as major real estate planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the Organization.

- Chief Operating Officer (COO) – The COO is responsible for overseeing Aspire's Operations, People, Data & Assessment and Technology teams.

- 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 Advancement – The VP of Advancement is responsible for leading the organization's philanthropy, specifically fundraising, advocacy work, communications and marketing.

-VP of Education - The VP of Education is responsible for leading Aspire's instructional vision and program design.

- Area Superintendent – This role is responsible for the strategic direction and success of the Aspire schools in their region.

The Board has delegated limited approval authority to an Executive Committee, which handles all Charter School-related matters, such as student discipline, contracts and MOUs for Aspire schools, and charter petitions and renewals. The Executive Committee typically meets each month in which no regular Board meeting is held. and is subject to Brown Act. The Executive Committee meetings are broadcasted in the same way as the full Board meetings.

STAKEHOLDER INVOLVEMENT

Parent Advisory Committee

Aspire 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 consults with the Parent Advisory Committee (“PAC”) to develop its LCAP, consistent with Education Code Section 47606.5.

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, collaborating on the development of the Charter School’s Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I. The Charter School shall 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.

The PAC is composed of the Principal, staff representatives, 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 participation is also valued. Meetings are promoted, and parents are encouraged to attend. The PAC members provide regular updates during parent meetings, while also promoting the purpose of the PAC. Annually, the PAC members complete a survey assessing their perceptions of the PAC, their ability to participate, and feelings of effectiveness. Additionally, in order to encourage and support educational partner involvement, the Charter School’s website contains the following information in both Spanish and English:

- Timely notices of school committee meetings that involve parents.
- Meetings held/interpreted in Spanish and English.

- Opportunities to share thoughts and opinions through email and PowerSchool Messenger, the interactive parent communication platform used by the Charter School.
- Short summaries of issues, ideas, and decisions of school committees
- At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

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

- 1) Management of the Charter School
- 2) Policy-making
- 3) Political organizing
- 4) Fundraising
- 5) Personnel recommendations and decisions

English Learner Advisory Committee

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

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

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

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

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

ELAC elections take place every year, in the Fall. The term of office is two (2) 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.

In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via PowerSchool in any language that 15% or more families indicate is the home language. Additionally, the printout of the PowerSchool message will be printed in those same languages and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

School Administrators

- Principal
- Assistant Principal
- Dean of Instruction

Certificated Staff

- Teacher
- Mental Health Therapist (Special Education)
- Mental Health Therapist (General Education)
- Education Specialist for Mild to Moderate Support Needs or Extensive Support Needs
- School Psychologist

Classified Staff

- Instructional Aide, SPED
- Instructional Assistant
- After School Director
- After School Educator
- Business Manager

ADMINISTRATORS

Principal

GENERAL SUMMARY

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. The Principal will have the following qualifications:

ESSENTIAL DUTIES & RESPONSIBILITIES

- Maintain a school-wide focus on high student achievement and alignment to CA standards/Aspire guidelines.
- Analyze student data to drive instructional improvement.
- Support teacher development, including new teacher induction.
- Recruit, select, develop, and evaluate staff while fostering a collaborative team culture.
- Ensure HR practices follow policies and state/federal laws, consulting HR as needed.
- Oversee daily operations, facilities, safety, and administrative processes.
- Address issues thoughtfully, follow up with stakeholders, and adhere to Aspire policies.
- Manage and monitor the school budget, plan for future needs, and ensure compliance with funding requirements.
- Build strong relationships with parents, community partners, and the sponsoring district.
- Lead priority-setting, strategic planning, and process improvements.
- Collaborate with other Principals and the Home Office to meet organizational goals.

QUALIFICATIONS

Required knowledge, skills, and abilities:

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

Educational Level:

- Bachelor's degree

- Masters or Ph.D. in Education preferred
- Administrative Credential preferred

Assistant Principal

GENERAL SUMMARY

Assist 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.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Maintain a school-wide focus on high academic standards and effective curriculum implementation; model instructional best practices.
- Lead data analysis to improve student outcomes, including for students with special needs, and ensure compliance with SPED and Student Services.
- Design and deliver high-quality professional development; coach and support new and veteran teachers, including induction.
- Recruit, select, coach, and evaluate staff; promote a collaborative team culture and follow organizational policies and employment laws in consultation with HR.
- Support development and maintenance of a balanced budget; ensure compliance with funding requirements and organizational fiscal protocols; plan for future needs.
- Lead culture-building efforts, SEL initiatives, and family communication; cultivate community partnerships and positive relationships with local schools.
- Collaborate with Behavior Response and Wellness teams using trauma-informed and Restorative Justice practices; support 504 compliance, student discipline, deescalation, supervision, and outside partnerships.
- Address operational issues constructively; serve as administrative lead when the Principal is off-site; support extracurricular programs and master scheduling.
- Contribute to strategic planning, process and instructional improvements, charter renewal, accreditation, and other organizational projects in partnership with School Site Leadership and Home Office teams.

QUALIFICATIONS

Required knowledge, skills, and abilities:

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

Required educational level:

- Bachelor's degree
- Valid Administrative Credential preferred

Dean of Instruction**GENERAL SUMMARY**

The Dean of Instruction assists the site principal in developing a healthy school community and culture for all students, families, and staff. .

ESSENTIAL DUTIES & RESPONSIBILITIES

- Support administration in ensuring high-quality academic and operational programs.
- Implement and support instructional programs that strengthen teaching and student achievement.
- Lead or support an instructional/content team or grade-level span.
- Conduct formal and informal classroom observations using the Aspire Student Learning Framework.
- Provide coaching to teachers to ensure curriculum alignment and strong instruction.
- Plan and deliver teacher professional development on instructional practices and materials.
- Analyze student data, identify trends, and prepare reports to improve achievement.
- Coordinate or support Cycle of Inquiry sessions and RTI/MTSS academic components.
- Coordinate with after-school and intervention teams to ensure coherent student supports.
- Support strong classroom climate, academic counseling, and student scheduling.
- Provide direct instruction to students as needed.
- Oversee or support administration of standardized tests and Aspire-required assessments.
- Represent the principal in SST, IEP, 504, or related meetings.
- Partner with families to support student academic, social, and behavioral growth.
- Recommend and support the purchase of instructional materials and supplies.
- Supervise, assign work to, and evaluate direct reports.
- Contribute to a positive, relationship-focused school culture.
- Collaborate with the Principal and Home Office to meet site and organizational goals.
- Support delivery of student report cards and lead assigned projects.
- Participate in staff meetings and trainings, including required travel.
- Build strong relationships with parents, community partners, and district stakeholders.
- Implement and uphold student discipline policies and cultural norms.
- Respond to student behavior incidents and support investigations as needed.
- Partner with students, families, and staff to maintain a safe and productive learning environment.

QUALIFICATIONS**Required Knowledge, Skills, and Abilities**

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

Required Educational Level:

- Bachelor’s Degree required;
- Masters or Ph.D. in Education preferred

CERTIFICATED

Teacher Qualifications

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

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented
- Knowledge of child cognitive development and various learning styles
- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

In addition, per Education Code 47605(l)(1) - Teachers in the Charter School shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment and teachers who provide instruction to English learners will have a CLAD or BCLAD certificate, or other CTC-recognized equivalent. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. 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 request an emergency permit or a waiver from the commission on Teacher Credentialing in the same manner as a school district.

The Charter School shall ensure that credentialed teachers who are assigned to a transitional kindergarten classroom have one or more of the following:

- A. At least 24 units in early childhood education, childhood development, or both.
- B. As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (a).
- C. A child development teacher permit, issued by the Commission on Teacher Credentialing.

Mental Health Therapist (Special Education)

GENERAL SUMMARY:

The Mental Health Therapist 1 (SPED) provides a full range of school counseling, behavioral and social-emotional services to Special Education children in grades K-12, including screening and assessment, individual and group counseling, and work with/refer to outside agencies as appropriate. S/he is an integral member of the Individualized Education Plan (IEP) Team, helping to plan, implement, and monitor student programs across school sites. They influence the development of a safe, successful learning environment and positive school culture by partnering with teachers, administrators, school staff, and members of the Regional and Home Office. Aspire Public Schools prioritizes the professional development and clinical hour collection of Mental Health Therapists 1 (SPED) as they work towards becoming licensed therapists.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Demonstrate knowledge of and support of, Aspire Public Schools mission, vision, equity commitments, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Consistently and routinely update case files for students on their caseload, complying with all Aspire, BBS, state, and federal guidelines and mandates around documentation, practice, and maintenance of clinical registration, including honoring mandated reporting duties.
- Create positive, appropriate, and consistent communication with Aspire staff and administration about student clinical goals and progress.

- Explore and sharpen therapeutic preventions and interventions at all intervention tiers for the purposes of fostering better mental health and positive learning environments for all students at Aspire.
- Collaborate with school staff on universal interventions for students such as peer mediation, conflict mediation, Restorative Practices, socio-emotional learning (SEL), and trauma-informed interventions, etc.
- Provide crisis counseling and referrals for students as needed, including honing their risk assessment methodology.
- Work collaboratively with general education counselors and staff in order to implement MTSS systems, therapeutic interventions, goals, and data tracking for all students for the purposes of fostering better mental health and positive learning environments.
- Work collaboratively with families to plan for student programming, including, but not limited to parent and staff education.
- Demonstrate the ability to assist with IEP Programming, specifically for students at Aspire that require mental health/social-emotional supports including:
 - Assist in the development of IEP goals related to Mental Health/Social-Emotional needs
 - Regularly progress monitor IEP goals through use of an online IEP system
 - Regular attendance at IEP meetings for the purpose of reporting student progress
- Work collaboratively with the IEP team to help conduct Functional Behavioral Assessments, and write, implement and progress monitor Behavior Intervention Plans in accordance with the IDEA.
- Provide support to teachers (Ed Specialists and GE teachers) through: modeling, observing, coaching, and planning.
- Provide support to students receiving Educationally Related Mental Health services that require behavioral support, per Individual Education Plans.
- Knowledge of child guidance principles and practices, especially as they relate to students with learning disabilities, development delays and autistic-like behaviors
- Ability to support IEP teams with the implementation of systems to track student behavioral data and monitor progress towards goals.
- Ability to handle emotionally charged situations through use of problem-solving and mediation techniques.
- Work collaboratively with the school psychologist and other IEP team members to assist with Educationally Related Mental Health Services Assessments.

QUALIFICATIONS:

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.

- 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 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 their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.
- Bilingual - Spanish (highly preferred)

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

Mental Health Therapist (General Education)

GENERAL SUMMARY:

The Mental Health Therapist 1 (Gen Ed) provides a wide range of school counseling services to children grades TK-12, including screening and assessment, individual and group counseling, collaboration with families, participating in the planning and implementation of site-based MTSS interventions, and working with/referral to outside agencies as appropriate. They influence the development of a safe, successful learning environment and positive school culture by partnering with teachers, administrators, school staff, and members of the Regional and Home Office. Aspire Public Schools prioritizes the professional development and clinical hour collection of Mental Health Therapists 1 as they work towards becoming licensed therapists.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Demonstrate knowledge of and support of, Aspire Public Schools mission, vision, equity commitments, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Consistently and routinely update case files for students on their caseload, complying with all Aspire, BBS, state, and federal guidelines and mandates around documentation, practice, and maintenance of clinical registration, including honoring mandated reporting duties.
- Exhibit positive rapport with students that demonstrates skillful professional boundaries.

- Create positive, appropriate, and consistent communication with Aspire staff and administration about student clinical goals and progress.
- Attend all staff meetings and professional development sessions, including attending IEPs, 504s, and MTSS meetings for students on their caseload, as necessary.
- Explore and sharpen therapeutic preventions and interventions at all intervention tiers for the purposes of fostering better mental health and positive learning environments for all students at Aspire.
- Collaborate with school staff on universal interventions for students such as peer mediation, conflict mediation, Restorative Practices, socio-emotional learning (SEL), and trauma-informed interventions, etc.
- Support the creation of community and school programming, including, but not limited to: parent workshops and community resources.
- Research and initiate partnerships 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, including honing their risk assessment methodology.
- May supervise counseling trainees/interns, if desired.
- Perform other related duties as required and assigned.

QUALIFICATIONS:

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- 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 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 their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.
- Bilingual - Spanish (highly preferred)

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 for Mild to Moderate Support Needs or Extensive Support Needs

GENERAL SUMMARY

The Education Specialist Mild/Moderate Support Needs instructs students with Individualized Education Plans in an inclusive environment. This role works directly within a school site and collaborates regularly with Special Education staff and may work with outside consultants and district personnel as needed.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Administer academic assessments, write the academic assessment reports and present at IEP meetings
- Consult and communicate with faculty and parents via meetings, phone, and email regarding the needs and progress of students
- Maintain knowledge of current regulations pertaining to special education
- Collaborate with faculty to ensure that student modifications and accommodations are being appropriately implemented in the general education classroom
- Assist with the development of the master schedule to plan for all student IEP needs.
- Meet the minimum IDEA requirements related to case management
- Input weekly IEP service tracking and meet all IEP timelines
- Maintain a high level of rigor for students with disabilities in order to ensure equitable access to common core standards.
- Develop progress monitoring tools for student goals that is shared with the IEP team
- Regularly collaborate with team members and related service providers for the purposes of: reviewing student data, ensuring IEP and behavior plan implementation, co-planning and/or co-teaching.
- Daily oversight of paraprofessional support, including support with creating a schedule and implementation of the IEP
- Demonstrate effective organization skills in order to create and maintain notifications, records, files, and reports as required by federal, state, and SELPA regulations
- Implement health and mobility supports (i.e. support student/s with toileting, g-tube feeding, administration of medication while under supervision of school nurse) and assist with the physical needs of students (i.e. lifting, assisting with mobility, access to campus.)
- Oversee, teach and implement a student's behavior intervention plan, including gathering and analyzing relevant data on a regular basis, and collaborating with staff members around student plan and progress
- Regularly co-teach/co-plan with General Education teachers
- Coordinate the development and implementation of a student's Individualized Transition Program

QUALIFICATIONS

Required knowledge, skills & abilities:

- CA Special Education Teaching Credential (Mild/Moderate Education Specialist, Mild-Moderate Support Needs) required
- Bridge Authorizations for Mild-Moderate Credentials received prior to June of 2022
- Bachelor's Degree required; Master's Degree preferred
-
- 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

Minimum educational level:

- Bachelor's Degree required in a related field.

School Psychologist**GENERAL SUMMARY**

The School Psychologist provides a full range of school psychological services to children grades K-12, including screening and assessment, individual and group counseling, and work with outside agencies as appropriate. S/he as a member of the Individualized Education Plan team to determine student's eligibility for special services, appropriate programming, and on-going progress.

ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; submit records, reports, and assignments promptly and efficiently
- Supervise Psychology interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

QUALIFICATIONS:

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

Minimum educational level:

- Bachelor’s degree
- Master’s in education preferred
- Pupil Personnel Services Credential in School Psychology

CLASSIFIED

Instructional Aide, SPED

GENERAL SUMMARY

The Instructional Aide assists individual student’s and/or groups of students by providing a high quality, personalized education program, per Individualized Education Plans (IEPs), under the direction of the Special Education Teacher, General Education teacher/s and/or Speech & Language Pathologist, while upholding the core values of Aspire Public Schools.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Provide services, supports and interventions directly to students, under the guidance and daily supervision of the Special Education teacher/s.
- Implement the IEP with fidelity (i.e. provide 1:1 support to student in classroom, support student/s with toileting needs, assist with health-related needs (g-tube, feeding, administration of medication) (under supervision of school nurse) and assist with the physical needs of students (lifting/ assisting with mobility, implementing student stretching/exercise routines.)
- Implement and progress monitor behavior intervention plans in accordance with the IDEA.
- Assist Special Education teacher/s in supporting students with Individual Education Plans (IEPs) within the school setting.
- Consistently track, per the benchmark dates in the IEP goal/s and input data for individual students.
- Create and implement instructional materials that are accommodated/modified for individualized students.
- Regularly collaborate with members of the IEP team (GE teacher, Education Specialist, Speech and Language Pathologist, Instructional Aides, Administrators, Program Specialist and Other Service providers.)
- For students with Behavior Supports and Services:
 - Collaborate with members of the IEP team (GE teacher, Education Specialist, Speech and Language Pathologist, Instructional Aides, Administrators, Program Specialist and Other Service providers) to ensure Behavior Intervention Plans are implemented with fidelity.
 - Provide support to students receiving mental health services that require behavioral support, per Individual Education Plans.
 - Implement student responsibility and monitoring plan/s to facilitate student independence.
 - Teach student/s behavior strategies per the Behavior Intervention Plan.
 - Implement de-escalation techniques, including Crisis Prevention Intervention strategies.
- 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

QUALIFICATIONS:

Required knowledge, skills & abilities:

- Knowledge of child cognitive development and different learning styles
- Familiarity with students that demonstrate extensive 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
- Ability to maintain confidentiality
- Belief in inclusion and Aspire’s Equity Belief Statements and demonstrates high expectations for students with diverse learning needs

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

Instructional Assistant

GENERAL SUMMARY:

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

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Support classroom systems/procedures and help manage student behavior to ensure all students are fully engaged in learning
- Develop and implement lesson plans and classroom activities consistent with California State Standards and Aspire Instructional Guidelines
- Assess students regularly in accordance with Aspire guidelines and analyze assessment data
- Collaborate with Aspire team members to improve own and others’ instructional practices; share best practices
- Help classroom teacher(s) provide students and their families with regular and timely information on classroom activities and student progress
- May help track critical student information and maintain accurate student records, including attendance, in accordance with Aspire procedures
- Identify unique student needs and collaborate with other team members and outside service providers to diagnose and address learning challenges
- Assist with planning and executing differentiated instruction for students with a variety of needs, including: parallel teaching, smallteaching, small group and/or one-on-one instruction.
- Teach students in the after school program, especially intervention and acceleration for students below grade level
- Support a school-wide culture of high expectations that includes college preparation for all students; work with College and Academic Counselor to support students with academic progress and college application processes

- Teach or co-teach Advisory class with the objective of developing students’ character and habits
- Actively participate in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches
- Work towards career as an educator, which may include enrolling in teacher credential program
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

QUALIFICATIONS

Required knowledge, skills & abilities:

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community

Minimum educational level:

- 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

After School Director

GENERAL SUMMARY

The After School Director oversees the ongoing planning and operations of a high-quality education program for students and upholds the mission and values of Aspire Public Schools. This includes training and managing a team of After School Educators to meet the academic, social-emotional, behavioral, and physical needs of all students.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Partner with the Principal and leadership team to ensure the After School Program aligns with school goals.
- Communicate with families to support student engagement and success.
- Oversee daily program operations, including student/staff schedules and opening/closing routines.
- Coordinate nutrition, supper, and snack needs during program hours.
- Maintain accurate student records, attendance, and required documentation.

- Track student academic progress and support classroom systems and behavior management.
- Record staff hours and process timesheets and personnel documents.
- Set high expectations for learning, behavior, and staff professionalism.
- Foster a college-focused and enrichment-oriented program culture.
- Collaborate with colleagues, participate in PD, and lead training for program staff.
- Hire, coach, develop, and evaluate After School Program staff.

QUALIFICATIONS

Required knowledge, skills & abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- 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.

Minimum educational level:

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

After School Educator

GENERAL SUMMARY

The After School Educator provides academic intervention, homework support, and enrichment activities to students as part of a high-quality after school program. They independently supervise groups of students, facilitates learning, and works with other members of the After School Program team to meet the academic, social-emotional, behavioral, and physical needs of all students. This position may be responsible for delivering specialized enrichments or intervention programs requiring knowledge/experience in that specialty.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Maintains a safe and effective environment for academic instruction and/or enrichment activities in compliance with internal, legal, regulatory and/or funder requirements
- Effectively manages student classroom behavior to ensure all students are fully engaged in learning
- Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs including support for students with IEPs

- Under the guidance of the After School Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
- Collaborates with other After School Program 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 After School Program to help support student success
- Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures

QUALIFICATIONS

Required knowledge, skills, and abilities:

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

Minimum educational level:

- Associate's degree or 48 units of college credit (or successfully passing the Paraprofessional test)

Business Manager Qualifications

GENERAL SUMMARY

The Business Manager is responsible for overall 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. 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 consultants/vendors.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Supervise vendor relationships (landlord, fire department, copier, safety contractors) and manage facilities needs or crises.
- Lead emergency preparedness planning with the Emergency Response Team.
- Oversee Nutrition Program operations and staff.
- Support planning and execution of school-wide events (graduations, orientations, Saturday School, etc.).
- Manage and support non-instructional staff (office team, cafeteria, campus monitors, custodial/facilities).
- Provide coaching, feedback, and development for classified teammates.
- Partner with the Principal on key operational decisions and support school hiring.
- Engage in Aspire-wide and external professional development.
- Lead student enrollment, recruitment, attendance, and truancy processes, including outreach, training, and reporting.
- Oversee authorizer, charter, and state compliance, ensuring accurate records and timely submissions.
- Manage student data systems (SIS, SchoolMint), student files, and all attendance/chronic absenteeism tracking.

QUALIFICATIONS

Required knowledge, skills, and abilities:

- Strong organizational, time management and multitasking skills
- Strong interpersonal and communication skills
- Experience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to 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 Education Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

Minimum educational level:

- B.A. degree preferred or equivalent work experience

Element 6 – Health and Safety Procedures

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

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

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

TRANSPORTATION SERVICES

Effective July 1, 2025, 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.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, 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.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, 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.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, 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. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

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, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. 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.

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

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

TRANSPORTATION SAFETY PLAN

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

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

The Charter School will strive to ensure that its student population is reflective of the general population residing within the territorial jurisdiction of the District. The Charter School will monitor the racial, 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 diverse student population, along those demographics. These strategies will include:

Months	Outreach and Recruitment Efforts
May - June	Developing an enrollment timeline and process that allows for a broad-based recruiting and application process
June - Dec	Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools

June - Dec	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.
September - March	Hosting open houses to provide information on the Charter School’s curriculum and program.
Ongoing	Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

The Charter School is committed to ensuring that all students and families involved with our outreach and process are made to feel welcome and respected, 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 Education 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).

Plan to Achieve a Reflective Student Population Balance

The goal of our plan is to have our student population be more reflective of the District’s demographics, in an attempt to create more balance to the Charter School’s population, in terms of its racial, ethnic, special education, and English Learner makeup.

The Charter School believes in a diverse student body and will work to ensure students from diverse backgrounds have access to our academic program. To achieve and maintain LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio, the Charter School will implement a comprehensive diversity strategy. The Charter School will conduct an annual diversity review of demographic data. 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 inclusivity goals. Based on the established inclusivity goals the Charter 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 inclusivity.

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

Objective	Metric	Completion Date
<ul style="list-style-type: none"> Determine the racial, ethnic, special education, and English Learner diversity of the Charter School for each school year. 	Collect data and organize for review	By the first of the month for the first five months of the school year
<ul style="list-style-type: none"> Address all efforts with particular attention and priority to academically low-achieving and economically disadvantaged students. 	Collect data and organize for review	By December 1 of the school year
<ul style="list-style-type: none"> Research the latest available data on racial, ethnic, special education, and English Learner diversity for the District. 	Collection of this data and create a comparison table	By November 15 of the school year
<ul style="list-style-type: none"> Aspire Board reviews the data in order to approve the forthcoming outreach strategy 	Inclusion in a board meeting agenda and discussion topic	By December 31 of the school year

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

Objective	Metric	Completion Date
1. Ensure that all marketing, outreach, written communications, and meetings are held in both Spanish and English.	Identify a competent translator for all materials and activities	By December 1 of the new calendar school year
2. Market and distribute brochures targeted toward diverse populations.	Create brochures and vet them with key parents, staff, and home office personnel.	By January 15 of each calendar year

3. Enlist the help of local businesses in the distribution of flyers and posters that advertise and recruit students.	Identify well known businesses to display and/or distribute information; contact each of them personally and arrange for posting.	By February 15 of the new calendar year.
4. Hold an Open House Informational meeting on campus	Schedule and plan a meeting at the Charter School, hosted by the principal, as well as key parents and teachers	By February 1 of the new calendar year
5. Expand the outreach of information and important deadlines to local newspapers and media, as well as fairs and community events	Advertise in at least two media sources and provide a presence at 2-3 community events	By February 1 of the new calendar
6. Provide opportunity to expand or modify efforts based upon response to Open Enrollment registration	Analyze the registration forms including available ethnic information halfway through the Open Enrollment period	By February 2 of the new calendar year

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,

neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

Admission Requirements

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter

School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or 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.

Student Recruitment

Recruitment efforts of incoming students will begin by June each year for the following school year. The Charter School's outreach and student recruitment plan to achieve a racial and ethnic, Special Education, and English Learner balance is detailed in Element 7 and will be followed during the enrollment period. The Charter School will assess and develop appropriate engagement and recruitment strategies for students from different racial and ethnic backgrounds, socioeconomic status, students with disabilities, students with a history of low academic performance, and English learners. The Charter School's outreach plan is developed and updated annually with specific activities that may include, but are not limited to the following:

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

All outreach and recruitment materials outlining the Charter School mission, goals, open admission policies, enrollment and lottery procedures will be made available in both English and Spanish, and any other prevalent language used by families in the community served by the

Charter School. Admission and enrollment information will be accessible to the public year-long on our Charter School website and will include contact information to support families with questions about enrollment.

Lottery Preferences and Procedures

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

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

1. Children residing within the District
2. Siblings of students currently enrolled in the Charter School
 - a. Helps families by allowing their children to attend the same school, fostering a supportive environment and maintaining family continuity. It also strengthens the school community by keeping families connected.
3. Children of Aspire Public Schools regular permanent employees (not to exceed 10% of enrollment)
 - a. Offering preference to children of employees supports staff morale and retention by providing an educational benefit.
4. Founding families not to exceed 10% of student enrollment
5. All other students who reside in the state of California

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

Application Process

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

1. Student Application Forms will be accepted during a publicly advertised open enrollment period, which will launch in the second quarter of the first semester, during the month of November. Families will submit a Student Application Form for each child who is interested in attending the Charter School. Open enrollment and lottery information is communicated through letters sent home, parent communication platform messages, and information on the enrollment system.
2. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If

this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s).

3. If a lottery is needed, families are notified of the lottery date, lottery process, broadcast channel (YouTube), time, and location through the enrollment system software messages, texts, the Charter School's website announcements, postings in the Charter School's office and other promotional and recruitment materials. Notifications are provided to all interested parties and stakeholders a minimum of 10 calendar days before the lottery date. Open enrollment and lottery information is also communicated through Aspire's parent communication platform messages with all existing families.
4. The date, time, and location of the lottery is determined annually, between January and March, as detailed in the section below, **Planned Application, Public Random Drawing, and Admission Schedule**.
5. The Charter School will seek a location either in or near the location of the school site and in a space large enough to ensure all interested parties may observe the lottery. Families do not need to attend the lottery in order to secure admission. The lottery process will be broadcast via a public YouTube Channel.
6. Random drawing will take place through Aspire's online enrollment platform and is programmed with the admission preferences identified above. The enrollment system software first fills spots with students who qualify for preference #1. The remaining spots are then filled with students who qualify for preference #2. Once all these students have been admitted, each subsequent preference is filled before moving to fill seats with the next preference. If there are more students in a preference category than there are spaces available, a random drawing will be held within that preference category until all available spots are filled.
7. To ensure that the lottery is fairly executed, the following steps will be taken:
 - a. Before the lottery, staff conducting the lottery will be trained on lottery guidelines and procedures by the Regional Operations Team
 - b. Interested families and the public will receive notification of the lottery date, time and location, including information about lottery procedures through multiple means of communication, including Aspire's parent communication platform, signage, text messaging, and social media.
 - c. The lottery will take place in a public and accessible setting, at the Charter School, and streamed live
 - d. Lottery procedures will be posted and available for the public during the lottery and explained to the public before the lottery takes place.
 - e. The Lottery will be supervised by the Aspire designee to ensure adherence to lottery protocols
8. After the lottery:
 - a. **Students Selected for Admission:** Students who were selected during the lottery process for admission will be notified by the Charter School's Business Manager by phone, email, and/or mail within two business days. Students and their parents/guardians will be asked to confirm acceptance and complete the student

registration forms within two weeks of being notified for the upcoming school year. Registration documentation may be submitted to the Charter School online, in person, by email, fax and any other means that would work for the family and Charter School. The Charter School will make many attempts to contact the parents and ensure that the student registration is completed in a timely fashion.

- b. **Students Not Selected (Waitlisted Students):** All students who were not selected for admission during the lottery process shall also be contacted and told their number on the waitlist. This waitlist will be posted in a public place in the Charter School and will allow students the option of enrollment in the case of an opening during the school year for which the lottery was held. As openings become available, the Business Manager will offer admission to students in the order as listed on the waitlist through the online enrollment system and provide the students' parent/guardian with notification of admission via electronic communication and phone calls. In no circumstance will a wait list carry over to the following school year.
- c. Absent a confirmation of acceptance and a request for extension, families that do not complete the student registration form within the indicated period, will have their offer rescinded, and their seat may be offered to the next student on the waitlist. The Charter School will continue to make efforts to contact the families on the waitlist, as seats become available.
- d. The Charter School's Business Manager will also help any parents who need assistance in completing the application and/or registration forms.
- e. The Charter School will keep written records of the application forms, procedures, lists of students admitted, all attempts to contact families, and waitlists for one year. The enrollment system software automatically transfers the online student applications to a random lottery which has been organized to follow the Charter School priorities (as listed above) to a numbered priority list and waitlist, all of which are printed and displayed in real time.

Planned Application, Public Random Drawing, and Admission Schedule

Aspire Public Schools typically utilizes the following application, public random drawing, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter time frame and to adequately support and address the evolving community needs.

November – January	Send re-enrollment forms to existing students to identify open seats.
January - March	Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Application Forms. Public random drawing conducted (if necessary).
March - May	Waitlist notifications distributed to applicants not selected in the public random drawing. Acceptance letters and registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

Aspire’s Chief Financial Officer and Controller are responsible for:

- Vetting and recommending for approval by the Audit Committee an independent auditor to conduct the required annual financial audit. This auditor must be on the California State Controller’s list of auditors approved to conduct charter school audits.
 - (<https://cpads.sco.ca.gov/CPAList.aspx>)
- Working with and providing to the independent auditor all necessary information to complete the audit.
- Ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

In order to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions that may be identified in the annual independent financial audit, we will develop and implement a corrective action plan within the following audit period.

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The audit shall be conducted in accordance with Education Code Section 47605(m) and the applicable portions of Standards and Procedures for Audits of California K–12 LEAs as published in the Guide for Annual Audits for K-12. Aspire’s Chief Financial Officer is responsible for overseeing the independent audit. Aspire’s CFO and Controller shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, the California Department of Education, the County Office of Education, and the State Controller 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 will be communicated to the District in a timely matter.

The independent financial audit of The Charter School is a public record to be provided by Aspire’s CFO and Controller to the public upon request.

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - D. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

School's Student Discipline Philosophy:

Aspire Public Schools and the Charter School are committed to empowering all students to learn in a safe, respectful, and inclusive environment. To foster this, we integrate PBIS, socio-emotional learning, and a clear discipline plan, promoting our entire school community's holistic well-being and academic achievement. This philosophy is consistent with the principles of the LAUSD's Discipline Foundation Policy and the LAUSD School Discipline Policy and School Climate Bill of Rights Board of Education Resolution.

Aspire Public Schools and the Charter School are committed to implementing Restorative Practices and alternatives to suspension in alignment with creating a safe, respectful, and inclusive school environment. Aspire Public Schools and the Charter School have reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter 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 Education Code Section 48900 et seq. Our approach emphasizes proactive interventions and alternatives to suspension and expulsion whenever feasible while maintaining alignment with applicable legal standards. The Suspension and Expulsion Policy, detailing suspension, expulsion, and involuntary removal procedures, will be reviewed annually and updated as needed. The consistent application of these rules by all Aspire Public Schools staff ensures fairness and equity. The policy will be communicated to families through the annual Student & Family Handbook. Students and parents/guardians will receive written notification of the policy upon enrollment, with the full document available upon request. Further, the Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

School-Wide Positive Behavior Interventions and Support:

Aspire Public Schools and the Charter School utilize a systemic approach to behavior management by implementing School-Wide Positive Behavior Intervention and Support (“SWPBIS”). We aim to cultivate a positive school environment by proactively teaching and reinforcing positive behavioral expectations. To assess the effectiveness of our SWPBIS implementation, we use the SWPBIS TFI. This tool, developed from established fidelity measures, provides a reliable method for evaluating the core features of SWPBIS across three tiers: universal, targeted, and intensive. The TFI, completed by our regional PBIS lead, guides our implementation and ensures sustained use of SWPBIS. We prioritize Tier 1 universal supports, impacting all students, which include defining positive expectations, building community through circles, using restorative language, incorporating social-emotional learning, and fostering positive relationships.

Multi-Tiered System of Supports framework for School-Wide Positive Behavior interventions

This three-tiered approach ensures equitable access and opportunity for all students by addressing behavior and misconduct proactively. Tier 1 establishes a foundation of universal supports, impacting all students, with a focus on prevention and building community. When Tier 1 is implemented with fidelity, 10-15% of students may require Tier 2 targeted interventions, such as restorative conferences and small group supports. If more than 15% need Tier 2, we re-evaluate Tier 1 implementation. Tier 3 provides intensive, individualized supports for 1-5% of students, including individual plans and multi-disciplinary team support. If disproportionate

numbers of students need Tier 3, we analyze Tier 1 and 2 implementation. We use data-driven decision-making, including academic progress and discipline referrals, to guide our tiered interventions, ensuring they are culturally responsive and tailored to student needs.

Restorative Practices: Tiered Implementation

Our Charter School integrates restorative practices across all three tiers of support to create a truly restorative environment. At Tier 1, restorative language and community-building circles are embedded into daily routines and curriculum, fostering strong relationships and a shared understanding of community values. These proactive measures, including morning meetings and classroom circles, aim to prevent conflict by building empathy and connection among students and staff. When conflicts or minor misbehaviors arise, we utilize informal restorative conversations and peer mediation, empowering students to resolve issues collaboratively and take responsibility for their actions. This consistent application of restorative principles at a universal level cultivates a culture of respect, belonging, and shared accountability.

For more serious incidents or persistent behavioral challenges, our Charter School employs targeted restorative interventions at Tiers 2 and 3. Repairing the Harm circles, a key component of our Tier 2 response, provide a structured process for students to acknowledge the impact of their actions on others and actively participate in finding solutions to make amends. These circles emphasize understanding, empathy, and collective problem-solving, moving beyond traditional punitive approaches. At Tier 3, re-entry circles are crucial for supporting students returning to the Charter School community after more significant incidents or absences. These circles ensure a smooth transition, allow for continued reflection on accountability, and facilitate the rebuilding of trust and relationships within the Charter School environment. Through this comprehensive, tiered approach, our school systematically builds a positive and supportive climate where every student feels valued, understands their impact, and is empowered to contribute to a thriving community.

Aspire Public Schools emphasizes age-appropriate interventions over suspension, focusing on teaching pro-social behaviors aligned with the Charter School's SWPBIS framework. Collaboratively developed shared values and group norms foster community, stability, trust, and resilience. The SWPBIS matrix, a Tier 1 positive support structure, provides tiered interventions based on student needs and behaviors. In response to misconduct, we utilize restorative questions to guide students in understanding the impact of their actions and developing restorative solutions. Our stakeholder-informed plan prioritizes alternatives to suspension. To ensure consistent implementation of our discipline policy, staff receive professional development, creating a classroom culture of learning. This supports teachers in promoting positive interactions, strives to maintain a 4:1 ratio of positive to corrective feedback, and integrates social-emotional learning into lessons to enhance students' behavioral skills. School site administrators in collaboration with the Director of PBSSS and CCSP provide all teachers with annual training on school culture and climate.

In addition to the Charter School's overarching positive behavior and discipline policies (found in our Student & Family Handbook), the Charter School utilizes a variety of interventions and school-specific policies as a means to reduce exclusionary disciplinary practices. Some examples of specific alternatives to suspension include:

- A conference between school personnel, the pupil's parent or guardian, and the pupil.
- Referrals to the Charter School Mental Health Therapist, School Psychologist or other school support service personnel for case management and counseling.
- Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and behavior and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504.
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach with tiered interventions that occur during the school day on campus.
- 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.
- Tailored and Age-Appropriate Alternatives to suspension, as described in Education Code Section 48900.6, will be utilized.

Aspire Public Schools utilizes data to monitor student behavior and inform our interventions. We routinely collect and analyze school-wide and classroom data to assess the effectiveness of our Tier 1 practices, with monthly progress monitoring. We analyze data to identify disproportionality within subgroups, including racial/ethnic, gender, and special populations, to ensure equity. At Tier 2 and Tier 3, we use multiple data sources, such as academic progress, attendance, and discipline referrals, to identify students needing additional support. Individualized Tier 3 plans include specific data collection strategies, with frequent monitoring based on student needs. We utilize the SWPBIS TFI to measure the fidelity of our SWPBIS implementation, ensuring data-driven decision-making.

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five

(5) business days of a student incident involving willful defiance or disruption, the Principal or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Grounds for Suspension and Expulsion

Aspire Public Schools and the Charter School use, but do not adhere to, the California Education Code (EC 489000, EC 489915, and EC 48918) Suspension and Expulsion Guidelines to inform decisions for suspension and expulsion. Such decisions are made by always keeping in mind the safety of all students and staff. Whenever possible, and while maintaining the safety of all, the Charter School will use restorative practices, positive behavior supports, and other remedial measures to address the needs of the student before suspending them. In other words, the Charter School uses suspensions (in-school, outside of school) when other means of correcting the behavior have failed.

A student may be suspended for acts that are enumerated below and are related to attendance at school or a school activity that occur at any time, including any of the following:

- A. while on school grounds;
- B. while going to or coming from school;
- C. during the lunch period, whether on or off the Charter School campus; or
- D. during, going to, or coming from a school-sponsored activity.

Suspension and Expulsion Policy

The Suspension and Expulsion Policy ("Policy") and procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this Policy, 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 Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding

suspensions, expulsions, and involuntary removals, and, as necessary, modification 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 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.

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 (Please note: 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.) are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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 Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("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.

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 Charter School personnel.

Notice of School Rules

At the beginning of each school year, the Principal of the Charter School shall ensure that all students and parents/guardians are notified in the yearly Student & Family Handbook of all Charter School rules related to discipline, including suspension and expulsion.

Grounds for Suspension and Expulsion: Grades TK-5

- Discretionary Suspension or Expulsion Offenses. Students may be suspended or expelled when the Principal or designee determines the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person
 - Willfully used force or violence upon the person of another, except in self-defense
 - Unlawfully possessed, used, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or 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.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant
 - Committed or attempted to commit robbery or extortion
 - Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases
 - Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases
 - Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit the use 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.
 - Committed an obscene act or engaged in habitual profanity or vulgarity
 - Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
 - Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases
 - Possessed an imitation firearm, 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.

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For purposes of this policy, “hazing” means a method of initiation or pre-initiation into a 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 student. Hazing does not include athletic events or school-sanctioned events.
- Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- 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.
- 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 5, inclusive.
- 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 5, inclusive.
- 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 5, inclusive.
- 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are

directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (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 for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - Causing a reasonable student to experience substantial interference with their academic performance.
 - Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 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:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 3. 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 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.

v) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- Non-Discretionary Suspension and Expellable Offenses: Students must be suspended and recommended for expulsion when it is determined pursuant to the procedures below that the student:
 1. 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 Principal or designee's concurrence.
 2. Brandished a knife at another person.
 3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 4. 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 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.

Due Process Procedures for Suspension

In and Out-of-school Suspensions shall be imposed in accordance with the following procedures: Informal Conference: Suspension shall be preceded by an informal conference conducted by the Executive Director, Principal, or designee with the student and, whenever practicable, the teacher, parent/guardian, supervisor, or school employee who referred the student to the 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 the opportunity to present their version and evidence in support of their defense. The process for investigating incidents and collecting evidence will be fair and thorough. This conference shall be held within two (2) school days, unless the student waives this 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.

- This conference may be omitted if the Executive Director, Superintendent, 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, including the name of the student and the cause for the suspension, to the Executive Director or designee. This is accomplished by entering this information into the Aspire JCA electronic student information system.
- 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(s) committed by the student. In addition, the notice should state the date when the student may return to school following the suspension.
- Parent/Guardian Conference: Whenever a student is suspended, school officials or parents/guardians may request a meeting to discuss the cause(s) and duration of the suspension, the Charter School policy involved, and any other pertinent matter. If Charter 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.
- Extension of Suspension: If the Board is considering the expulsion of a suspended student from the Charter 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:

- 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 Charter 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.
- 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 Charter School or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
- If the student involved is a foster youth, the Executive Director, Superintendent of Culturally Responsive Leadership Development, or designee shall notify Aspire JCA’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.
- If the student involved is a homeless child or youth, the Executive Director, Superintendent, or designee shall notify Aspire JCA’s liaison for homeless students.

In lieu of or in addition to suspending a student, the Executive Director, Superintendent, 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

A student or the student’s parents or guardians may appeal suspension, other than expulsion, imposed upon a student for their commission of one of the enumerated offenses. The family may appeal first in writing at the school level as directed to the Principal. The Principal or Principal’s designee (Dean of Culture) will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to Aspire LA and should be directed to the Executive Director designee (e.g., Superintendent of Culturally Responsive Leadership Development) for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the Superintendent of Culturally Responsive Leadership Development may make one of the following decisions regarding the suspension:

- A. Uphold the suspension
- B. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

After appeal at this administrative level, if further review is desired, the appeal may be forwarded to the Board or the appropriate Committee (e.g., Executive Committee, as determined by the Board Chair) for resolution with a written response within twenty (20) school days.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

In-School Suspension

Aspire Public Schools In-School Suspension Policy

The Charter School utilizes in-school suspension as a strategic alternative to out-of-school suspension, minimizing instructional loss and providing students with continued educational services. In-school suspension is implemented to address student misconduct that violates the Charter School's code of conduct or specific suspension/expulsion offenses, provided the student does not pose an immediate threat to the safety of the campus, students, or staff.

The Charter School shall not utilize in-school suspension for students who: caused, attempted to cause, threatened to cause, or participated in an act of hate violence; engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel; or made terrorist threats against school officials or school property, or both.

Implementation:

- **Supervised Setting:** Students assigned to in-school suspension will serve the duration of their suspension in a designated, supervised classroom under the supervision of the Dean of Culture or certificated designee.
- **Instructional Continuity:** Students will receive assignments and/or tests from their teachers of record to ensure continued academic instruction. A credentialed teacher or administrator will supervise the in-school suspension, provide assistance with assignments, and monitor on-task behavior. Physical education components will be included.
- **Special Education Services:** Students with IEP will receive all mandated services as outlined in their IEPs.
- **Parent/Guardian Notification:** Parents/guardians will be notified by phone and in writing regarding the reason for and duration of the in-school suspension.
- **Duration:** In-school suspensions will not exceed five (5) consecutive school days per incident and a maximum of twenty (20) school days per school year for general education students. Aspire Public Schools will adhere to all applicable laws regarding the discipline of students with IEPs.
- **Mandatory Suspendable Offenses:** Students who commit offenses that require an out of school suspension are precluded from in-school suspension. In these cases, the Charter School Leader will determine the appropriate disciplinary action.

This Policy aims to provide a structured and supportive alternative to out-of-school suspension while maintaining a safe and productive learning environment for all students.

Suspension from Class by a Teacher

When suspending a student from class, the teacher shall immediately report this action to the Executive Director, Superintendent CRLD, Principal or Principal's Designee and send the student to the Executive Director, Superintendent CRLD, Principal or Principal's 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 the Executive Director, Superintendent CRLD, Principal or Principal's Designee shall attend if either the parent/guardian or teacher so requests.

At the time of the suspension the Executive Director, Superintendent CRLD, Principal or Principal's 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 the Executive Director, Superintendent CRLD, Principal or Principal's Designee 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.

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.

Out-of-School Suspension Procedures

Suspension by Executive Director, Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at an Aspire JCA, the Principal may, in writing, designate as the Principal's designee another administrator (Dean of Culture or Assistant Principal) or, if the Principal is the only administrator at the school site, a certificated employee (Lead Teacher). 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.

The Executive Director, Superintendent, Principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the non-discretionary suspension and expellable offenses.

The Executive Director, Superintendent, Principal, or designee may impose a suspension for a first offense if they determine that the student violated any of the discretionary suspension or expulsion offenses above or if the student's presence causes a danger to others.

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.

Length of Suspension

The Executive Director, Superintendent, Principal, or designee may suspend a student from the Charter School for not more than five (5) consecutive school days.

A student may be suspended from the Charter School for not more than twenty (20) school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or class for the purpose of adjustment, the student may be suspended for not more than thirty (30) school days in a school year. Aspire JCA may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. Aspire Public Schools will adhere to all applicable laws regarding the discipline of students with IEPs.

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion (extension of suspension is no more than five (5) days).

Expulsion Procedures

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

Once an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in a confidential session and in compliance with all student confidentiality rules under FERPA.

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School'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 at the Charter School to any other school district or school to which the student seeks enrollment;
- An explanation of the opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 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.
- A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial panel (“Administrative Panel”). The Administrative Panel shall consist of at least three (3) members who are neither a teacher of the student nor a member of the Charter School Board of Directors. Each Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, following a hearing, subject to appeal and review by the Board of Directors.

A hearing conducted by the Administrative Panel will require the issuance of a decision within forty (40) school days of the student's removal from school, unless the student requests that the decision be postponed.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation for expulsion, which will be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within ten (10) calendar days of issuance of the notice of expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides on review or appeal not to expel, the student shall immediately be returned to their previous educational program.

Executive Director, Superintendent, 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 student is entitled to at least one postponement of an expulsion hearing for a period of not more than thirty (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, Superintendent, or designee may, for good cause, extend the time period by an additional five (5) 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 Superintendent 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. The offer shall be made only after the student or the student's parent/guardian has been given written notice of the expulsion hearing.

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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- i. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- ii. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- iii. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- iv. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- v. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- vi. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- vii. If one or both of the support persons is also a witness, 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 the Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- viii. 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.
- ix. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other

support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one (1) school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.

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.

Conduct of Expulsion Hearing

1. Confidential setting: The 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 (5) 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.

Whether the expulsion hearing is held in a confidential or public session, the Hearing Office or Administrative Panel 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 administrative panel may issue such subpoenas at the request of the student or the County Executive Director 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 Administrative Panel in closed session, or in

open session if so requested by the student, before the meeting. The Administrative Panel's decision in response to such an objection shall be final and binding.

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 Administrative Panel to expel shall be supported by substantial evidence that the student committed an expellable offense.
5. The Administrative Panel's decision as to whether to expel a student shall be made within forty (40) school days after the student is removed from Aspire JCA, unless the student requests in writing that the decision be postponed.

Appeal and Board Review

If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within ten (10) school days following the request for appeal, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. Reasonable accommodations will be made, and language support offered for students and parents/guardians who wish to appeal. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion.

The Board of Directors' decision to expel shall be final—there is no further appeal.

If the Board's 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 determining an expulsion, the Administrative Panel, or Board shall set a date when the student may apply for readmission to Aspire JCA. For a student expelled for committing any non-discretionary expellable offense listed above, this date shall be one year from the date the expulsion occurred, except that the Administrative Panel, or 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 Administrative Panel, or 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.

Written Notice to Expel

The Executive Director, Superintendent, or designee, following the expulsion determination, 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 JCA
5. Notice that the parent/guardian shall have ten (10) calendar days to appeal by requesting review by the Board of Directors. If no appeal is requested, the expulsion becomes final on the eleventh (11th) day after notice was issued.

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:

- The student's pattern of behavior
- The seriousness of the misconduct
- 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 "Grounds for Suspension and Expulsion: Grades K-12" above or violates any of Aspire JCA's JCA'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 JCA.

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 Section 626.9 and 626.10.

Placement During Term of Expulsion

The Board shall refer expelled students to a program of study that is:

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive elementary school, unless the program is offered at a community day school established at any of these
- 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.

Expelled Students/Alternative Education

Parents of students who are expelled shall be responsible for 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 and the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School will be given a rehabilitation plan upon expulsion as developed by the Principal at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

At the time of the expulsion order, Administrative Panel, or Board shall approve a plan for the student's rehabilitation, which may include:

Periodic review, as well as assessment at the time of review, for readmission

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.

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. Charter 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, Superintendent, 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, Superintendent, 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 JCA students or employees.

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 Public school shall be required to submit all documentation to the Executive Director, Superintendent, or designee. The Executive Director, Superintendent, 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, Superintendent, or designee shall have final authority to admit or deny the student's request for admission.

No student shall be denied readmission into Aspire JCA 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 JCA 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, Superintendent, or designee shall, within five working days, honor any other district's request for information about an expulsion from Aspire JCA.

The Executive Director, Superintendent, 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.

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 Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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 or student 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 change of placement 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.

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 Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/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 disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Special Circumstances

Charter School personnel 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 Principal or designee 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 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 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

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 Administrative Panel 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, an Administrative Panel 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 Administrative Panel 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 IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. 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 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.
2. The parent/guardian has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 IDEA-eligible children with disabilities, including the right to stay-put.

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.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

All Certificated Salary and Certificated Hourly employees of Aspire JCA who qualify for membership in the California State Teachers’ Retirement System (“CalSTRS”) shall be covered under that system. Employees will contribute at the current rate established by CalSTRS for the fiscal year. The Charter School also offers an additional (optional) retirement plan (e.g. an employer-sponsored 403(b) PlanPremier account) in which a certificated employee can participate. Aspire JCA will continue such participation in CalSTRS for the duration of the Charter School’s existence under the same CDS code.

The Retirement Team (Payroll and Retirement Manager and Payroll and Retirement Specialists) will be responsible for ensuring that appropriate arrangements for certificated staff members’ coverage have been made and will be sustained.

Classified Staff Members

All Classified Salary and Classified Hourly employees of Aspire JCA who qualify for membership in the California Public Employees’ Retirement System (“CalPERS”) shall be covered under that system, unless the Charter School elects not to participate in CalPERS as permitted by Education Code section 47605(c)(5)(K), as well as social security. Employees will contribute at the current rate established by CalPERS for the fiscal year. The Charter School also offers an additional (optional) retirement plan (e.g. an employer-sponsored 403(b) PlanPremier account) in which classified employees can participate. Aspire JCA will continue such participation in CalPERS for the duration of the Charter School’s existence under the same CDS code.

The Retirement Team will be responsible for ensuring that appropriate arrangements for Classified staff members’ coverage have been made and will be sustained.

Other Staff Members

For employees not included in the two categories above, the Charter School will offer an alternative retirement plan (e.g. an employer-sponsored 403(b) CA account), as well as social security. Employees will contribute 3% upon the start date of employment and can make changes to this rate at the employee's discretion or waive to participate in the plan. This retirement plan includes an employer match - equal to, but not in excess of 5% of the employee's compensation during the applicable plan year.

The Retirement Team will be responsible for ensuring that appropriate arrangements for other staff members' coverage have been made.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student will be required to attend Aspire JCA. The Charter School will inform parents/guardians and students of their public school attendance alternatives via the enrollment section on its website, and via the student handbook.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 6) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Executive Director
Aspire Junior Collegiate Academy
6724 S. Alameda St. Huntington Park, CA 90255

- 7) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon

electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Executive Director
Aspire Junior Collegiate Academy
6724 S. Alameda St. Huntington Park, CA 90255

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration

rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

6. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
7. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
8. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
9. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
10. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

11. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
12. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
13. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
14. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

- D. 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.
- E. 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.
- F. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and

acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

2. Preliminary budgets
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Area Superintendent, or equivalent position, will serve as the Charter School's closure agent, unless another individual is selected by Aspire's Board of Directors.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language

to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. **Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained**

with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage

for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and

volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)